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The report covers preparatory work for a further two-year study of student affiliation and drop-out at a four-year urban commuter college, Portland State College. The principal task was the development and testing of a series of scales measuring various aspects of student affiliation. After preliminary testing, scale test items were administered to 1,398 students in a random sample of undergraduate classes. Items were subjected to factor analysis, and resulting scales analyzed for correlation and reliability (by Kuder-Richardson Formula 21). Of six original scales, one failed to work out and two others collapsed into one on the factor analysis, leaving a final four scales: (1) Identification with the American Collegiate System, (2) Identification with Portland State College per se, (3) Identification with Student Culture, and (4) Identification with Formal Vocational Preparation Aspects of the College. Only Scales I and II showed significant correlation; the scales had reliability ranging from .71 to .89. A Freshman Questionnaire was developed to provide information on social characteristics, background, and expectations of entering freshmen. The questionnaire was completed by 1,547 freshmen, 90.7% of the entering class of Fall 1967. Descriptive data are provided. (Author)

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Patterns and Determinants of Student Affiliation at a Public Urban Commuter College

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Portland, Oregon

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SUMMARY

This Report describes the preparatory work for a study of student affiliation and disaffiliation at a four-year urban commuter college, Portland State College. There were three principal objectives during the period covered by this Report: (1) interviews and participant observation with students to provide a better understanding of student life at a commuter college; (2) the development and testing of a series of scales measuring various aspects of student affiliation; and (3) the development and administering of a Freshman questionnaire to provide information on social characteristics, background, and college expectations of entering freshmen.

Both professional and student interviewer/observers were used to gather information to sensitize the research team to the various facets of student life. Information of the ecology of student activities and the influence of extra-college factors was gathered as well as data on student attitudes and experiences in the college community.

The major task was the development of affiliation scales. On the basis of interviews and observation, a large number of items were developed for six scales hypothesized to index various aspects of affiliation with the college community, plus a scale to index degree of involvement with the extra-college community. After preliminary testing for clarity and variance of response, the test items for the seven scales were administered to 1398 students in a random sample of undergraduate classes. Items were then subject to factor analysis and item analysis. The resulting scales were analyzed for inter-scale correlation and reliability (by the Kuder-Richardson Formula 21). The extra-college involvements scale failed to pass the various tests. Presumably the tremendous number of possible areas of involvement make it unfeasible to measure this area by a single scale. Of the six original affiliation scales, one failed to work out and two others collapsed into one scale on the factor analysis, leaving a final four scales: (1) Identification with the American Collegiate System, (2) Identification with Portland State College per se, (3) Identification with Student Culture, and (4) Identification with Formal Vocational Preparation Aspects of the College. Only scales (1) and (2) showed a significant level of correlation, and the scales had reliabilities ranging from .71 to .89. The four scales will serve as indexes of an affiliation profile for subjects in subsequent stages of the research.

The Freshman Questionnaire was completed by 1547 freshmen, 90.7% of the entering class of Fall 1967. The tabulation of responses is provided in an appendix. These data are only of descriptive value. However, administering the questionnaire will permit of an improved version of the questionnaire in the future stages of the research. An attempt will be made to relate social characteristics, background and college expectations to the level of affiliation, types of affiliation, and changes in affiliation as measured by the affiliation profile scales.

With sociologists and psychologists both involved in the study, techniques typical of each discipline as well as those common to both were blended to make this a genuinely interdisciplinary study.

INTRODUCTION

The work in the period covered by this contract was designed as preparation for a further two year study of student affiliation and drop-out at Portland State College. Specifically, during the period covered by the present contract we were to develop and test a series of scales measuring various aspects of affiliation; develop and test a background and attitudinal questionnaire for entering freshmen; and carry out preliminary interviewing and observation to establish a sensitivity to student life at a commuter college which could be more substantially realized. However, since these activities were all preparatory to the substantive phases of the study which we plan to undertake later, this Final Report cannot deal with "findings" in the usual sense of a completed research project. Rather, we shall describe the scales and questionnaire developed and the procedures by which they were tested, plus other preparatory activities covered by this contract.

The problem of the study may be narrowly defined as student attrition, while more broadly the concern is student affiliation with a range of activities which characterize a college as a community. Most studies of the drop-out problem have concentrated on drop-outs. The present study focuses on the bonds which tie students to an urban commuter college. Impressions and available evidence indicate that the student population at commuter colleges is more transient than at other kinds of four-year institutions of higher education--that is, in terms of drop-out, transfer, irregularity of enrollment, alternating between day and night school, etc. While many factors doubtless enter into this transitory character of student enrollment at the commuter college, observers generally agree that commuter students have fewer and less intense ties with the total college community than do students at residential colleges. It is rather apparent to anyone who teaches in an urban commuter college that many of the bonds associated with the traditional residential college are largely missing in the commuter school: dormitory life, fraternities and sororities, major athletic teams, ivy-covered traditions, etc. Many observers believe the commuter student views the college as simply a retailer of commodities--courses, special programs, and various extra-curricular activities--from which the student picks and chooses in terms of convenience and existing interests, leaving the college behind psychologically when he departs from the campus for the day. However, this stereotyped picture of the commuter student as a retail buyer is certainly not the whole picture. Any attentive observation reveals that students vary in the range and intensity of their affiliations with the college community. Moreover, it is clear that there is a range of things with which students may identify in their affiliation with a college: a college education as such, the particular college community, a major department, peers, extra-curricular activities, faculty, etc. The long-term problem of this study is to determine whether there are systematic differences in area and degree of affiliation between those students who drop out and those students who continue in the college.

Though varying greatly by institution, on the average only about one-third of drop-outs have academic difficulty as an important reason (and lack of interest rather than lack of ability may be crucial in many of these cases). Evidence provided from the Counselling Center at Portland State College indicates that a sizable portion, probably a majority, of drop-outs at the College are not in serious academic difficulty. Less than 20% of the freshmen are on academic probation by the end of their first year, but only about 50% of each freshman class is enrolled in the College by the beginning of the second year. While financial reasons are often cited by drop-outs, the range of financing possibilities open to urban students is now so great that it is very doubtful whether the economic factor by itself can realistically be held to explain a very large proportion of drop-outs. Doubtless the problem of understanding affiliation is complicated in the case of the commuter student, compared to the residential student, by the fact that the demands of his extra-college world are more immediately pressing and hence likely to undermine affiliation with the college. Family, job, neighborhood peers, and so on are in direct competition with the college for the time, energy, and psychological involvement of the commuter student.

Thus it is apparent that the problem of sorting out the affiliative and disaffiliative factors in a commuter college population is very complex. In general, there are three kinds of factors which operate as determinants of affiliation with the commuter college: (1) characteristics of the student, (2) the extra-college environmental press operating on the student, and (3) the structure of the college and the interactions by which the individual is related to various aspects of that structure. These are not factors which may be treated as constants throughout the student's collegiate career. Rather, they vary over time and vary relative to one another as the student grapples with the institutional, interpersonal, intrapersonal, and reference group demands that weigh upon him. The complexity of the problem requires that we restrict our attention to a manageable portion. By questionnaire we will gather data on students' personal characteristics and extra-college press, but the main focus of the study is on the transactions within the college community by which students achieve their various modes and degrees of affiliation with the college.

The complexity of affiliation and the probability that affiliation varies over time--and differently in its different dimensions--led us to believe that our measure of affiliation would have to be multidimensional and of a form that could be employed periodically to measure change. While the fact of enrollment is treated as the baseline of affiliation (and non-enrollment as the zero point), we sought to devise scales which would provide a profile of affiliation with the various aspects of the college community. Since affiliation in one area of college life may be perceived as competing with affiliation in another area (rather than being additive), the notion of a profile of affiliation seemed to us more useful than a single measure of affiliation. We initially proposed to measure six different kinds of affiliation to the college community, and at any given time be able to describe a student's level of affiliation in terms of his position on six scales which would constitute his profile of affiliation at that point in time. Periodic administration of the scales will enable us to detect changes in affiliation over time and also to test the question of whether the interrelation of the kinds of affiliation (within the college) is a zero-sum or an elastic process. We hypothesized that scales could be developed which would reliably measure and differentiate among the following six aspects of affiliation:

(1) Identification with the American Collegiate System. This index would seek to get at the student's identification with the college student role and the value of a college education within the American system, regardless of the particular college. There is need to distinguish between identification with the general concept of "being a college student" and the dimension to be tapped in (2), identification with a particular college.

(2) Identification with Portland State College per se. This index would measure the student's feelings toward a particular college as an institution in relation to other colleges.

(3) Identification with the College as an intellectual community. This index would measure the student's orientation toward the College as a community in which he acquires an intellectual orientation toward his life activities and his involvement as a citizen. That is, this index would get at the extent to which the student thinks of the college community as his preferred reference group (or developmental environment) for his adult intellectual and ethical orientations.

(4) Identification with formal vocational preparation aspects of the College. This index seeks to get at the extent of the student's identification with the College--and especially his major department--as a vehicle for occupational and professional preparation.

(5) Affiliation with extracurricular activities. This index would deal with the degree of affiliation the student experiences toward the organized extracurricular activities recognized by the College.

(6) Affiliation with peers attending the College. This index would measure the extent to which the student perceives his significant peer relations as being with other students attending the College. The emphasis in this index is on informal peer relations: friendships, cliques, bull sessions, etc.

PROCEDURES FOR DEVELOPING AND TESTING AFFILIATION SCALES

The original contract request envisaged a beginning date of January 1, 1967. The plan was to use the Winter Quarter of the 1966-67 academic year to develop the items for the scales, make the preliminary test of the scales during the Spring Quarter, carry out the statistical analysis of the data during the summer, and make the final tests of the scales in November 1967. However, the contract was not approved until the beginning of the Spring term, and a number of alterations in the original schedule were required. The pretesting had to be moved up to the Summer term, but the problem of the representativeness of summer school students arose. Examination of college registration records indicated that only about one-fifth of the summer school students are regular Portland State College students, and there is reasonable doubt as to how representative even these regular students are of the regular student body during the academic year. Hence we felt that we could not place much reliance on tests conducted during the Summer Quarter. Though we did use a sample of summer school students to pretest scale items for clarity and variance of response, we concluded that it was necessary to postpone the entire testing for use in factor analysis and reliability tests until the Fall Quarter 1967. This change in time schedule necessitated some telescoping of the procedures originally projected for developing the Affiliation Scales. The most important change was that plans to test the reliability of the scales by a retest procedure had to be abandoned in favor of testing reliability by the Kuder-Richardson technique.

In April and May 1967, interviews were conducted with a number of students and ex-students for the purpose of gathering information that would be of value in formulating items for the scales. In addition, student employees on the project engaged in participant observation of student life to gain further information about the nature of student affiliative processes. During the early part of the summer the entire staff engaged in developing items that could be used in the Affiliation Scales. Seventy to ninety items were developed for each of the six scales. In addition, a decision was made to attempt to develop a scale which would measure extra-college involvement. Though this effort ultimately proved abortive, it was felt that it would be of considerable value if we could successfully construct such a scale. Our interviews, especially with drop-outs, had indicated that problems that arose outside the college community (often family problems) were major factors in the drop-out. While we plan to consider these external factors in later stages of the research, a scale that would index the student's level of affiliative activities outside the College community would be useful.

After the items were drawn up and placed in suggested scales, each of the three professional staff went over each item carefully to judge the items for clarity, appropriateness, and distinctiveness. Judgments were then compared, with the result that the number of items in each scale was reduced to approximately 50.

At this point, what was to prove a fundamental problem had to be faced for the first time: the problem of gaining access to a large number of selected students for the purpose of administering an instrument. From previous experience in the pilot stages of this study we had determined that there is a rather large proportion of students at this college who are distinctly uncooperative about completing questionnaires. There are no required classes and no compulsory assemblies at Portland State. Since the prospect of assembling a large body of randomly selected students on a voluntary basis seemed remote, we decided that we would have to rely on using a sample of classes. Such a procedure has the disadvantage that, since the classes are only available for 50 minutes, the full set of scale items--numbering about 350 items--could not be administered to any one group. But there being no reasonable alternative, we selected a number of summer school classes that seemed to give a good representation of the various departments and which would contain a high proportion of regular Portland State College students. About 300 students were involved in these preliminary tests. Two forms of the instrument were used. The first form grouped the items by scale and, in addition to asking students to respond to the items, asked respondents to rate each item as "clear," "unclear," or "other comments." If the respondent found the item unclear, he was asked to indicate the nature of the difficulty with the item. The second form randomized the order of the items from all seven scales. Of course, because of the time limitation, there had to be a number of sub-forms of each of these two general forms.

The student responses were then analyzed to decide which items should be retained for the testing in the Fall that would be used for factor analysis and reliability testing. Items which a number of students found unclear were either dropped or modified. Analysis was also made of the distribution of responses to the item, both when presented as a scale and when items from all seven scales were presented in random order. Items were retained only if there was a sufficient range of responses (on a six step range: strongly agree, agree, slightly agree, slightly disagree, disagree, strongly disagree) to give promise that the item would provide useful variance in the scale. We arrived at about 29 items for each of the seven scales for the Fall test.

Late in the Fall Quarter the items from the seven scales were administered to students for purposes of getting data for factor analysis to determine whether our judgment in placing the items in the several scales was accurate. It was decided that the only feasible way to obtain a representative sample of students would be to use a random sample of undergraduate classes. A complete listing of all undergraduate classes was obtained from the Registrars Office, the average class size determined, and 47 classes were selected by a random procedure. All but one instructor agreed to cooperate. A total of 1398 students provided usable sets of responses. Since a class meets for only 50 minutes, it was not possible for each respondent to answer all of the 200 items constituting the seven scales. However, 50 minutes was considered sufficient time for answering 114-115 items, the number of items constituting four scales. In order to provide sufficient intercorrelation among all 200 items, the seven scales were arranged into five sets of scales; each set contained four different scales representing one form. These five forms contained the following scales:

Form I -- Collegiate System, Peers, Portland State College Vocational

Form II -- Off Campus, Peers, Extracurricular, Intellectual Community

Form III -- Off Campus, Portland State College, Collegiate System, Vocational

Form IV -- Extracurricular, Portland State College, Intellectual Community, Vocational

Form V -- Collegiate System, Peers, Intellectual Community, Extracurricular

Adequate numbers of students completed each of the forms: 282 students completed Form I, 282 students completed Form II, 281 students completed Form III, 291 students completed Form IV, and 261 students completed Form V. For our purposes the distribution was almost perfect, with about a 50-50 sex ratio and a little over 100 upper division students completing each of the five forms.

The initial stage of the analysis of the data called for five factor analyses based on the respective five correlation matrices of 114-115 items. It turned out that none of the computers in Portland to which we had access could generate a correlation matrix of that magnitude. After an intense search, it was determined that the Computer Center at the University of Utah campus had the requisite capability, would carry out the job in less than three weeks, and would do so at a price within the means (just barely) of our budget. Thus this phase of the analysis was carried out by a computer housed in Salt Lake City.

For each form a separate factor analysis was done; all used the method of Principal Components with a Varimax rotation. The first clear result, indicated by the factor analyses of the data obtained with Forms II and V, was that the Peer scale and Extracurricular Activities scales were not independent; both were subsumed under the same factor and thus were combined into one scale, Identification with Student Culture. It appeared that American Collegiate System, Portland State College (hereafter referred to as PSC), and Vocational scales were separate entities in that the items constituting each of them tended to have heavy loadings on appropriately different factors. The scale indexing identification with the college as an intellectual community was weakly loaded on two separate factors, one seeming to represent valuation of things intellectual, while the other seemed to represent a desire for the establishment of relationships--hopefully intellectual--with other students. It was decided that an attempt would be made to build a scale representing valuations of things intellectual. The extra-college or off-campus involvement scale was weakly loaded on a separate factor and thus worth the attempt to develop it as a scale. As a result of the factor analysis, the indications were that in all likelihood four reliable scales would emerge, with the possibility of one or two additional ones.

Six scales were constituted. Items for these scales were chosen by using the factor analysis replications (two or three) of the loadings; loadings of .30 for the same factor on two or three factor analyses was considered good reason to include an item into the appropriate scale. Each participating student's responses were scored on the chosen six scales (American Collegiate System, PSC, Student Culture, Vocational, Intellectual Community, and Extra-College). Using standard item analytic techniques (phi coefficient using the top 80 and bottom 80 scores on each scale within each form separately; .001 level of confidence was accepted), each item was evaluated. A number of items were discarded and the student scale scores recomputed accordingly. Using Kuder-Richardson Formula 21, it was determined that the Intellectual Community and Extra-College scales were unreliable, with KR21 values of less than .50. The other four scales had marginally acceptable reliabilities ranging from .57 to .81.

These results led to two decisions: (1) the scoring would be done dichotomously rather than with the Likert method, and (2) the factor loadings of all the items would again be scrutinized. When these two decisions were implemented, there were four dichotomously scored scales remaining.

Once again standard item analysis procedures were employed on these four remaining scales. Two items were discarded, one from the Student Culture scale and one from the PSC scale. Once again rescoring was carried out and reliabilities calculated. The results are as follows:

Scale	Form	No. of Items	No. of Students	Mean	Sigma	KR21
American Collegiate System	I	24	283	9.57	3.93	.654
	III	24	281	8.22	4.77	.796
	V	24	263	9.14	4.87	.794
Portland State College	I	30	283	13.79	6.39	.846
	III	33	281	15.69	7.22	.868
	IV	32	291	14.03	6.77	.855
Student Culture	II	45	282	23.55	8.69	.871
	V	41	263	21.50	9.37	.906
Vocational	I	18	283	9.48	5.15	.880
	III	18	281	9.77	4.53	.829
	IV	19	291	10.59	4.73	.835

At this point the findings suggested that four different reliable measures of student affiliation had been developed. This conclusion is further supported by the intercorrelations between the scales as shown below:

Scales	Form I	Form III	Form IV	Form V
American Collegiate System and PSC	.314*	.349*	--	--
American Collegiate System and Student Culture	--	--	--	.104
American Collegiate System and Vocational	.023	.026	--	--
PSC and Vocational	-.194	-.208	-.219	--

*Pearson r significant at the .01 level of confidence

The limitations imposed by the sampling method we had to use made it possible to calculate only the above four of the six possible sets of interscale correlations (correlations could be computed only where both scales appeared on the same form). The significant positive correlation between the scales indexing identification with the American Collegiate System and with Portland State College was to be expected. The lack of significant level of correlation among the other scales suggests that we were correct in our original hypothesis that the scales tap different aspects or dimensions of affiliation.

Some comment may be made about the loss of three scales. The failure of the Extra-College or off-campus scale to attain acceptable reliability was not unexpected. The range of groups, persons, and activities off-campus with which students may be affiliated or feel a sense of identification is so vast that it is virtually impossible to encompass even a reasonable sample in a single scale. Since different students will have quite different patterns of off-campus objects of affiliation, measures are inherently prone to unreliability. Our initial hope had been that the scale might at least indirectly tap differential levels of need for affiliation among students. But this hope was not realized.

The collapsing of the two scales indexing affiliation with peers and affiliation with extracurricular activities is very likely attributable to the extremely low level of student participation in extracurricular activities at Portland State College. This low level of participation had been established by a previous time budget study carried out by two of the investigators. There was simply so little variance among the responses to the scale items dealing with extracurricular activities that few items discriminated with any significance. Those items which did cluster into a factor on the factor analysis seemed to be those which had a content emphasizing interaction with peers (which, of course, is characteristic of most extracurricular activity anyway). Thus the items from the original Extracurricular activities scale which turned out to be usable were those which fitted with peer identification. Since the combination of the two kinds of items pointed to a somewhat broader dimension than simply identification with college peers, we decided that it would be appropriate to define this scale as one indexing identification with student culture.

The failure of the scale indexing identification with the college as an intellectual community to achieve satisfactory reliability was both more disappointing and less amenable to easy explanation than in the previous two cases. It would be the hope of, at least, professors that identification with the college as an intellectual community would be a central value of students. The major reason for the failure of the reliability test of the scale was the lack of variance. It appears there was very little identification with the college as an intellectual community among any significant number of students in the sample. Whether our questions were improperly formed or whether the college is simply not an intellectual reference group for most commuter students, we cannot say.

However, the four scales that survived our rather rigorous tests should provide an adequate profile of affiliation for commuter college students in future phases of the research. Evidence from the scale tests, from the Freshman Questionnaire, and from interviews suggests that, indeed, the four main foci of student values at this college are those reflected in the four scales: having a college education, peer relations, specific occupational preparation, and pride in the particular college being attended. (In the scale indexing identification with Portland State College the name of any other school can be substituted in the items, making the scale generally usable.) Thus, subsequent phases of the study will employ four affiliation scales:

I. Identification with the American Collegiate System

II. Identification with Portland State College per se

III. Identification with Student Culture

IV. Identification with Formal Vocational Preparation Aspects of the College.

The final items for the four scales are given in Appendix A.

DEVELOPMENT OF FRESHMAN QUESTIONNAIRE

The Principal Investigator had administered a questionnaire to the Portland State College freshman class in Fall 1964, and some additional questions to a small sample of freshmen in Fall 1965. The questionnaire developed under the present contract is an elaboration upon these earlier questionnaire forms. However, very considerable revision was undertaken. On the basis of interviews with students during the spring and summer, a number of new items were introduced. Items were tested for clarity by student judges. A copy of the questionnaire is provided in Appendix B.

The purpose of the Freshman Questionnaire is to provide background data on all students in the entering freshman class which is to be followed through two years to differentiate those who disaffiliate and those who continue to attend Portland State College. The questionnaire covers such areas as age, sex, marital status, sibling information, community background, religion, parental occupation, education, and class mobility, bases of decision to attend Portland State, expectations about college, financing, study facilities, values, career expectations, role conceptions, and plans for length of college attendance.

At the time we administered the Freshman Questionnaire in Fall 1967, it was our hope to get a year ahead on the project by using the freshman class of 1967 as the class that we would follow through on the main phase of the study. The delays we encountered in testing the Affiliation Scales made this effort unfeasible (we had hoped to finish the Scales in time to use them by the end of the Fall Quarter with the freshmen, but the statistical analysis could not be completed in time). However, this hope led us to attempt to get the entire freshman class to fill out the Freshman Questionnaire. In the 1964 administering of the pilot questionnaire considerable difficulty had been encountered in getting student cooperation. We felt that in a drop-out study we would have to get questionnaires completed by at least 95% of the freshman class since the less cooperative students may be the ones most likely to drop out. It had been our understanding at the time we applied for this contract that the Portland State College administration had agreed that the freshman questionnaire could be administered as part of the registration process. However, by the Summer of 1967 the administration decided against permitting us to tie the questionnaire to registration. There had been a drop in enrollment at the College the preceding year, and it was felt for financial reasons that it was crucial that the College come up to its enrollment projections in 1967. It was feared that being required to complete the questionnaire would discourage some of the more tenuously interested students from registering. Hence we had to seek other avenues for getting the questionnaires filled out.

A concentrated effort is made at the College to get all newly enrolling freshmen to come to an orientation program the week before registration. Thus our first attempt was to get the freshmen at orientation to fill out the questionnaire. Though the Freshman Orientation program directors were fully cooperative, the turnout was disappointing, and only a little over half (935 usable questionnaires) of the freshmen completed the questionnaire at that time. We then obtained a list of all persons who had applied for admission as freshmen, and mailed copies of the questionnaire, with an explaining letter, to all who had not completed the instrument. This letter elicited 367 usable questionnaires. A follow-up message by the President of the College was sent out by postcard about two weeks after registration, and a second follow-up in another ten days. An additional 153 usable questionnaires were returned after the first follow-up mailing. We then attempted to telephone or contact personally the students who had not sent in a questionnaire. While we could not locate many of these students (some drop out in the first week of the Fall term and leave no forwarding address), 92 more usable questionnaires were obtained. Thus a total of 1547 usable questionnaires was obtained. Discounting foreign students, whom we arbitrarily excluded, we obtained usable questionnaires from 90.7% of the entering freshmen. Another 15 freshmen returned questionnaires without names--which were necessary for relating the responses to other data. Thus a total of 91.6% returned questionnaires. Some of the questions aimed at getting information about students' perception of Portland State before they began attending college. Since about 40% of the questionnaires did not come in until after classes had started, only a portion of the questionnaires are valid for some items. But for the bulk of items it probably made little difference whether the questionnaire was filled out before or shortly after registration. At this date we have little way of knowing whether the 9.3% who did not complete a usable questionnaire are systematically different than those who did complete the instrument. After registration in Fall 1968, we will compare the drop-out rate of the two groups to check our hypothesis that the most uncooperative students are more apt to drop out.

At any rate, the data collected by the Freshman Questionnaires have only two kinds of value. The first is to enable us to refine some of the questionsand the directions when we use the questionnaire in subsequent phases of the project. There were certain questions that, in spite of attempts to establish clarity in advance, seemed to create considerable ambiguity or disinclination to respond. While for most questions the proportion who did not respond was not excessive, there were a number of questions on which more than 5% did not answer. The second value of the data is essentially an internal one to the College. Little is known about the background or social characteristics of the students at Portland State College, and these descriptive data will be of general use at the College. Unfortunately, because of the unexpectedly high costs of computer analysis on the testing of the affiliation scales, funds became exhausted before we were able to undertake any cross-tabulations of the data from the Freshman Questionnaire. We expect to make a number of these cross-tabulations ourselves by use of the counter-sorter in the coming months. But because the data are essentially simply descriptive and are limited in their applicability to a single college, we do not feel it is appropriate to present the findings from the Freshman Questionnaire in the form of tables in the main body of this Report. But since even descriptive data on commuter college students are rare and some readers may find the material at least suggestive, we are providing the responses to the questionnaire items in Appendix C presented simply in the order of the items on the questionnaire.

A few of the more interesting findings may be highlighted:

(1) Only a little over one-third of the freshmen expect to continue attendance at this college for the next four years until graduation.

(2) Over 50% of the freshmen definitely will work during their first term at college, with another one-fifth possibly going to work.

(3) Over 30% of the freshmen do not have a private room in which they can study at their place of residence.

(4) Among a series of six educational goals (including knowledge about social problems, marital preparation, ethical training, general education, and learning to get along with others) occupational training is the most highly valued goal of almost half the freshmen. No other goal approaches this magnitude of evaluation.

(5) Most freshmen expect the commuter college to be very different from high school and start with an optimistic view of the kinds of experiences they will have. However, they have very mixed feelings about the likelihood that college will bring basic changes in their outlook or personal behavior.

(6) Only a minority of freshmen would have come to Portland State College had they been completely free to choose any college or university. Financial reasons are overwhelmingly given as the principal reason for selecting Portland State, though the urban environment and academic reputation of the College are also rated as important.

(7) Fewer than a quarter of the freshmen had definitely decided on their occupational career by the time they entered college, though another two-fifths had tentatively decided. Teaching, business, and medical professions were the most favored.

(8) In a ranking of nine roles by which students may identify themselves, male freshmen were far more likely than female freshmen to rank "college student" or "Portland State College student" highly as an identifying characteristic.

(9) 92% of the freshmen were 18 years of age or under, and 97% were single, casting doubt on some of the stereotypes about commuter students.

(10) Almost three-fourths of the freshmen grew up in the Portland metropolitan area, and 95% are permanent residents of that metropolitan area. 70% have not moved from one community to another in the past six years.

(11) Almost half the freshmen have at least one sibling who has or is now attending college (one-fifth having at least one sibling currently attending college).

(12) A little less than 40% of the fathers of freshmen have attended college, with 20% having graduated and less than 8% having graduate degrees. Less than 30% of the mothers had attended college, only 12% graduating.

(12) Somewhat less than 40% of the fathers of freshmen were in non-white collar occupations. A little over half were in the lesser professions, medium or small business, administrative work, or clerical, sales, and technical occupations. The freshmen seem to come from families that closely approximate a cross-section of the occupational structure of the Portland area. While this distribution is contrary to the stereotype of commuter college students as predominantly from the blue-collar classes, the distribution is much more heavily weighted toward the lower middle and working classes than the distribution of students found at most residential schools. It is also relevant that over half of the mothers work, one-third full-time.

(14) In comparing the student's present religion with the religion of his parental home, the proportion of Catholics and Jews remains constant, while most Protestant denominations show a decline in the student generation and an increase in the proportions espousing no religion and declining to respond.

OTHER ACTIVITIES

As has been mentioned at several points, extensive interviewing and participant observation was carried out at all stages of the research. These activities were primarily carried out in support of the development of the affiliation scale items and the Freshman Questionnaire. Some of the interviewing was done by professional staff. Some of the interviewing and all of the participant observation was done by persons employed on the project who were students or recent students. These persons were trained in the techniques of interviewing and participant observation. The information collected provided many clues, clarifications, and modifications for the instruments being developed.

The other major activity during the contract period was the attempt to develop a body of information on enrollment patterns at the College. No information in depth was available from the Registrar or Office of Institutional Research. It was decided that, to obtain a firm basis for the work we intend to undertake in the main phase of research, it would be necessary to generate a body of information about enrollment patterns at the College, that is, information on the length of time students spend to get a degree, regularity of enrollment, drop-out rates, relation of retention or drop-out to grades and change in major, etc. The task proved far more complex than we had anticipated, and, unfortunately, has not been completed, though we are down to the final step at the time this Final Report must be submitted. The major problems arose from the fact that in the period to be covered by the enrollment analysis the Registrar's mode of record keeping changed several times. Constant Identification numbers were not introduced at the College until 1962. Registrars records were then kept on IBM cards until the 1966-67 academic year. Between 1962 and 1966 there were two changes in the coding system. Then in 1966 the Registrar began to put all student records on tape. Some changes in coding system were again introduced. In addition, during the first year of using tape, part of the records were put on tape and part retained on IBM cards. It was not until 1967 that all records were on tape. Our initial problem was to get on a single tape the information on student enrollment from all of the IBM cards and the tapes since 1962. An enormous job ensued in making the data consistent because of the several changes in coding system that had occurred. Approximately 120,000 IBM cards and the representation of another 35,000 cards on tape were involved, making a total of about 155,000 cards or equivalent to be put on a master tape. This work has finally been accomplished and the problems of inconsistencies resolved. However, it has not been possible to get the enrollment patterns run on the computer as yet. As we are able to get bits of free time on the computer, we will make runs that will provide us with information on enrollment patterns from 1962-67. So far as we have been able to tell from the literature, this analysis will be unique for commuter college students. We will be able to add new enrollment figures to our tape each year so that eventually we can trace out the enrollment pattern of a class over a number of years. Other studies are making clear that the four-year normative pattern for the college student is probably not typical of most colleges and certainly not of commuter colleges. When enrollment patterns can be analyzed over a six or seven year period, the conceptions we have about drop-outs may have changed radically.

CONCLUSIONS

Since this Report covers a preparatory year, no final conclusions can be offered. The research team, which is interdisciplinary in nature and used a blend of sociological and psychological techniques, has successfully completed the development of a set of affiliation scales which should serve as reliable instruments for measuring the several dimensions of an affiliation profile of college students at various stages of students' careers. Descriptive data were gathered on over 90% of the freshman class of 1967, and the experience with the Freshman Questionnaire should facilitate the administering of a refined instrument in the subsequent phases of the project. Interviews and participant observation have sensitized the research team to many aspects of student life that may prove to be relevant to retention or disaffiliation of students.

The support in the testing procedure of the affiliation scales for the hypothesis that there are multiple dimensions to student affiliation is an important step in the project. That is, that the several measures of affiliation are independent should enable us to focus attention on factors specific to these various dimensions rather than making a diffused approach. The availability of four independent dimensions also permits the use of multiple regression analysis, which has considerably greater predictive power than techniques possible with only one dimension.

The substantive phase of the project, which we hope to start in Fall 1969, will begin with the administering of the Freshman Questionnaire to as nearly 100% of the entering freshman class of that year as possible. In the late fall and late spring of the freshman and sophomore years the affiliation scales will be administered to a sample of the freshman class, with control groups being utilized also. Systematic interviewing both of drop-outs and of a panel of students will be carried out over a two-year period (during which experience shows most drop-out occurs). The interviews will focus on students' transactions within the college community. These data, along with background data and information available from the Registrars Office on such things as grades and change of major, will be related to changes in student affiliation profiles. It is also planned to include a somewhat smaller sample of transfer students in the study since transfer students constitute a large proportion of the student body at commuter colleges.

APPENDIX A

Scale I. Identification with the American Collegiate System

Please circle the number in the box that best indicates how you feel about each of the following.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1/1 I would give up nearly anything to be able to complete college.	1	2	3	4	5	6
1/2 There are not very many things that are more important to me than going to college.	1	2	3	4	5	6
1/3 A person is not really well-rounded unless he has had at least some college education.	1	2	3	4	5	6
1/4 College is important, but there are lots of things other than being a student that I would just as soon be doing.	1	2	3	4	5	6
1/5 I look up to people who have gone to college.	1	2	3	4	5	6
1/6 When people ask me what I am, the first thing I am likely to say is "a college student."	1	2	3	4	5	6
1/7 If I could not go to college I would be very unhappy.	1	2	3	4	5	6
1/8 Going to college is the most important thing in my life right now.	1	2	3	4	5	6
1/9 Becoming a college student has increased my standing in the community.	1	2	3	4	5	6
1/10 In college, students acquire more respect for things which are idealistic in nature.	1	2	3	4	5	6

Please circle the number in the box that best indicates how you feel about each of the following.

		Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1/11	Most of the solid people in the community have a college education.	1	2	3	4	5	6
1/12	I like to attend college to be with people similar to myself.	1	2	3	4	5	6
1/13	I'm going to miss college when I graduate.	1	2	3	4	5	6
1/14	The importance of going to college is greatly overrated by our society.	1	2	3	4	5	6
1/15	Many people who don't go to college are wasting their potential.	1	2	3	4	5	6
1/16	Being a college student is generally an enviable position.	1	2	3	4	5	6
1/17	Almost all of the kinds of people I would like to associate with have a college education.	1	2	3	4	5	6
1/18	Colleges do more for society than any other types of organization do.	1	2	3	4	5	6
1/19	Colleges exert a strong influence for good government in our society.	1	2	3	4	5	6
1/20	Colleges are the principal agency for conserving the best values in our civilization.	1	2	3	4	5	6
1/21	College is not sufficiently appreciated by the general public.	1	2	3	4	5	6
1/22	My ideas make more sense than those of my friends who have not been to college.	1	2	3	4	5	6

Please circle the number in the box that best indicates how you feel about each of the following.

		Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1/23	I enjoy talking to people who have a college education more than to those who do not.	1	2	3	4	5	6
1/24	Most high school graduates ought to attend college if they are to reach maximum intellectual growth.	1	2	3	4	5	6
1/25	If I could get a job that has a good future and didn't require a college degree, I would probably leave college before I graduate.	1	2	3	4	5	6
1/26	I greatly admire intellectuals.	1	2	3	4	5	6
1/27	I like to be considered an intellectual.	1	2	3	4	5	6

Scale II. Identification with Portland State College per se

Please circle the number in the box that best indicates how you feel about each of the following.

		Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
2/1	I prefer going to a college in the heart of the large city rather than attending college in a small town.	1	2	3	4	5	6
2/2	If it weren't for my financial circumstances, I would go to some school other than PSC.	1	2	3	4	5	6
2/3	PSC is more like a high school than like a college or university.	1	2	3	4	5	6
2/4	In general, PSC provides an educational experience that is more meaningful for living than the experience provided by most other schools in Oregon.	1	2	3	4	5	6
2/5	PSC probably holds students to higher academic standards than do the state universities.	1	2	3	4	5	6
2/6	I rarely have anything to do with PSC once I leave school for the day.	1	2	3	4	5	6
2/7	I enjoy the time I am at school, and try to spend as much time on campus as possible.	1	2	3	4	5	6
2/8	At PSC students are treated too much like anonymous numbers to get a real education.	1	2	3	4	5	6
2/9	Going to PSC has been one of the most significant experiences of my life.	1	2	3	4	5	6

Please circle the number in the box that best indicates how you feel about each of the following.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
2/10 I really feel like I belong at PSC.	1	2	3	4	5	6
2/11 Portland State College really feels like home to me.	1	2	3	4	5	6
2/12 Sometimes I am enbarrassed to tell people that I go to PSC (instead of to another college).	1	2	3	4	5	6
2/13 PSC has some of the very best college teachers.	1	2	3	4	5	6
2/14 I think that, overall, PSC is an outstanding college.	1	2	3	4	5	6
2/15 PSC is okay, but if I could go elsewhere I would do so.	1	2	3	4	5	6
2/16 There are few things I enjoy as much as coming to Portland State College.	1	2	3	4	5	6
2/17 I prefer going to PSC to going to most schools I can think of.	1	2	3	4	5	6
2/18 If things were better for me (better grades, more money, and so on), I would certainly leave PSC and go elsewhere.	1	2	3	4	5	6
2/19 The fewer hours of the day I spend at PSC, the better.	1	2	3	4	5	6
2/20 I am always interested in what is going on at PSC.	1	2	3	4	5	6
2/21 I would rather graduate from PSC than from just about any other college.	1	2	3	4	5	6

Please circle the number in the box that best indicates how you feel about each of the following.

		Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
2/22	Whenever I have a chance, I tell people what a good place PSC is.	1	2	3	4	5	6
2/23	I expect that I will join the PSC alumni association.	1	2	3	4	5	6
2/24	It is depressing to think about spending all of my four years of college at PSC.	1	2	3	4	5	6
2/25	PSC has many good qualities, but it is far from my ideal of a good place to get a college education.	1	2	3	4	5	6
2/26	PSC will someday be the best state school in Oregon.	1	2	3	4	5	6
2/27	I plan on graduating from PSC.	1	2	3	4	5	6
2/28	The life of a college student is really great.	1	2	3	4	5	6
2/29	I have heard some excellent speakers at PSC.	1	2	3	4	5	6
2/30	No PSC extracurricular activities really interest me.	1	2	3	4	5	6
2/31	When it comes to interesting social activities, the PSC campus isn't much.	1	2	3	4	5	6
2/32	When something personal is bothering me, the person to whom I turn is a PSC student or staff member.	1	2	3	4	5	6
2/33	My social life has come to center around PSC.	1	2	3	4	5	6

Please circle the number in the box that best indicates how you feel about each of the following.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
2/34 I have too many interesting things to do off the campus so I don't try to build up interests on the PSC campus.	1	2	3	4	5	6
2/35 If I could, I would stay in college considerably longer than just the number of years necessary to prepare me for an occupation.	1	2	3	4	5	6
2/36 I plan on transferring from PSC to another school.	1	2	3	4	5	6

Scale III. Identification with Student Culture

Please circle the number in the box that best indicates how you feel about each of the following.

		Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
3/1	It is difficult to make friends at PSC.	1	2	3	4	5	6
3/2	I spend many hours each week discussing school work, academic subjects, and personal things with other students at PSC.	1	2	3	4	5	6
3/3	Some of my PSC friends and I arrange our schedules each term so we can have some time together.	1	2	3	4	5	6
3/4	I rarely talk with PSC students outside of class.	1	2	3	4	5	6
3/5	I usually have several friends in the classes I take.	1	2	3	4	5	6
3/6	I enjoy the company of non-PSC people more than that of PSC students.	1	2	3	4	5	6
3/7	Most of my friendships at PSC are superficial.	1	2	3	4	5	6
3/8	I spend at least an hour a day with PSC friends in the cafeteria, the Cheerful Tortoise, or some other campus hangout.	1	2	3	4	5	6
3/9	Other PSC students often come to my home.	1	2	3	4	5	6
3/10	When I am at PSC, I usually eat lunch with the same group of friends.	1	2	3	4	5	6
3/11	On the average, I spend less than an hour a day in discussions with PSC students.	1	2	3	4	5	6

Please circle the number in the box that best indicates how you feel about each of the following.

		Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
3/12	I have a close group of friends at PSC who do many things together.	1	2	3	4	5	6
3/13	I have met at least one PSC student with whom I feel I have begun a lifetime friendship.	1	2	3	4	5	6
3/14	I really feel a part of a group at PSC.	1	2	3	4	5	6
3/15	I know many people at PSC.	1	2	3	4	5	6
3/16	I hardly know any people at PSC.	1	2	3	4	5	6
3/17	It is very hard to get to know people at PSC, except in a very superficial way.	1	2	3	4	5	6
3/18	I find that friendships at PSC are quite temporary.	1	2	3	4	5	6
3/19	People are friendly in class, but you hardly ever see them outside.	1	2	3	4	5	6
3/20	I borrow books from other PSC students.	1	2	3	4	5	6
3/21	I have at least one friend at PSC that tries to cheer me up when I am feeling blue.	1	2	3	4	5	6
3/22	My friends and I try to arrange our class schedules so we can see each other often.	1	2	3	4	5	6
3/23	News travels fast in my group of friends at PSC.	1	2	3	4	5	6
3/24	Dating is an important part of my college life.	1	2	3	4	5	6

Please circle the number in the box that best indicates how you feel about each of the following.

		Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
3/25	I try to find out a lot about candidates in PSC student government elections.	1	2	3	4	5	6
3/26	I usually vote in PSC student government elections.	1	2	3	4	5	6
3/27	I often decide that PSC extracurricular activities are not worth attending.	1	2	3	4	5	6
3/28	I would not join clubs at PSC even if I did have the time and money.	1	2	3	4	5	6
3/29	I would rather not join any clubs at PSC.	1	2	3	4	5	6
3/30	I don't have much in common with PSC students who belong to a fraternity or sorority.	1	2	3	4	5	6
3/31	I have not had much of a social life since I came to PSC.	1	2	3	4	5	6
3/32	Social activities at PSC are not very important to me because most of my friends are not at PSC.	1	2	3	4	5	6
3/33	Social activities at PSC are not very important to me because I do not seem to have much in common with the other students.	1	2	3	4	5	6
3/34	I cannot find the time to take part in extracurricular activities at PSC.	1	2	3	4	5	6
3/35	I have enough of PSC without taking part in extracurricular activities too.	1	2	3	4	5	6

Please circle the number in the box that best indicates how you feel about each of the following.

		Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
3/36	Most of the extra curricular activities at PSC are interesting and worthwhile.	1	2	3	4	5	6
3/37	I usually have a PSC activity calendar.	1	2	3	4	5	6
3/38	I attend at least one extracurricular activity at PSC each month.	1	2	3	4	5	6
3/39	I am a member of at least one club at PSC whose meetings and activities I try to attend.	1	2	3	4	5	6
3/40	I have made at least one good friend that I first met in some club, organization, or extracurricular activity at PSC.	1	2	3	4	5	6
3/41	Friends from my pre-college days have more effect on how I behave than my college friends do.	1	2	3	4	5	6
3/42	I have more in common with my noncollege friends than with my fellow students.	1	2	3	4	5	6
3/43	It has been easier for me to make friends off campus than on.	1	2	3	4	5	6
3/44	I lead a full and interesting social life.	1	2	3	4	5	6
3/45	I like to spend my leisure time with people not from PSC rather than with other PSC students.	1	2	3	4	5	6

Scale IV. Identification with Formal Vocational Preparation Aspects of the College

Please circle the number in the box that best indicates how you feel about each of the following.

		Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
4/1	I think of going to college mainly as a way of getting enough education to get a good job.	1	2	3	4	5	6
4/2	Most of the courses I take help prepare me for a good job.	1	2	3	4	5	6
4/3	I get irritated when I have to take courses which seem to have no practical application in earning a living.	1	2	3	4	5	6
4/4	Too much money is being spent on teaching students subjects which have no practical application to earning a living.	1	2	3	4	5	6
4/5	Our colleges and universities tend to sadly neglect training people for an occupation.	1	2	3	4	5	6
4/6	I am suspicious of students who go to college without thinking how they will earn a living when they graduate.	1	2	3	4	5	6
4/7	If a person majors in my subject, they have a good chance of someday earning a good living.	1	2	3	4	5	6
4/8	I get somewhat uncomfortable when I realize that I am spending so much time learning things which are not really related to a future job.	1	2	3	4	5	6
4/9	Half the time I am puzzled about why I have to take certain courses.	1	2	3	4	5	6

Please circle the number in the box that best indicates how you feel about each of the following.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
4/10 I wish PSC would offer more courses which would prepare me for a well-paying occupation.	1	2	3	4	5	6
4/11 The real test of the scientific theories you learn in college is whether or not they are useful in daily life.	1	2	3	4	5	6
4/12 The most important thing to me will be my career.	1	2	3	4	5	6
4/13 Everyone should go to college if they possibly can, so they can be sure of a good job.	1	2	3	4	5	6
4/14 Schools ought to cut out impractical courses and to concentrate on things that help you in your career.	1	2	3	4	5	6
4/15 I am more interested in a general education than in a specialized vocational program.	1	2	3	4	5	6
4/16 I am more interested in a broad general education than in preparing myself to earn a living.	1	2	3	4	5	6
4/17 I think of PSC more as a place to prepare to earn a living rather than as a place where I am supposed to learn moral and ethical guidelines.	1	2	3	4	5	6
4/18 One of the reasons college is important is because you can make contacts with people who later on might help you to get a job.	1	2	3	4	5	6
4/19 Give me a practical man, such as a businessman or engineer, rather than someone who is all caught up with ideas, such as a professor.	1	2	3	4	5	6

APPENDIX B

PORTLAND STATE COLLEGE
PORTLAND, OREGON

Student Life Study
Series I

Fall, 1967

THIS IS NOT A TEST. WE ASK ONLY FOR YOUR OWN ATTITUDES AND OPINIONS. We also ask for information on your background and your plans.

INSTRUCTIONS

This questionnaire has been constructed on the basis of interviews with Portland State College students. Now, we would like your opinions.

THERE IS NO GRADE OR OTHER MARK. In fact, for many of the questions there is no right or wrong answer. The only answer is what you personally believe---your attitudes and your opinions.

Most of the questions can be answered with a check (X) next to the category that applies to you. Some of the questions, however, have more complicated instructions. Please read the instructions carefully.

Feel free to elaborate your opinion, or to add a fuller explanation.

Please be frank in your answers. No one other than social scientists on this study will ever see any information that could identify you.

Thank you for your cooperation.

____
(71-77)

Date:________________

Have you attended any college or university since you graduated from high school? Include such attendance if it was part of your military obligation, or training for the Peace Corps, Vista, or any other similar organization.

____I have never attended college or university before enrolling this term.
____I have attended college or university as part of military training, or Peace Corps training, Vista training, etc. (Fill in table below)
____I have attended college or university before. (Fill in table below.)

WHAT ONES?	WHERE?	WHEN?

First, we would like some information about your plans for college.

(1) When did you first decide that you were going to college?

1___I decided after I had already graduated from high school.
2___I decided during my senior year in high school.
3___I decided before my senior year but after I had finished elementary school.
4___I decided during the last few years of elementary school.
5___I cannot remember when I decided since as long as I can remember I have planned to go to college.
6___Something else. What?___________________________

At present, what do you expect your future pattern of likely ATTENDANCE AT PORTLAND STAT COLLEGE to be? Check the ONE which most closely describes your present expectations.

(2) I expect:

1.___To continue regular attendance at PSC(except possibly for summers) for the next four years until I graduate.
2___To transfer to another college or university after a year or less, and to graduate.
3___To transfer to another college or university after two years, and to graduate.
4___To transfer to another college or university after three years, and to graduate.
5___To sporadically attend PSC over a period of more than four years, taking time off to work full-time during the regular school year, and to graduate.
6___To sporadically attend PSC over a period of more than four years, taking time off to work full-time during the regular school year, BUT I WILL TAKE CLASSES IN THE NIGHT SCHOOL WHEN I AM WORKING FULL-TIME, and to graduate.
7___To only attend PSC and/or another college for a while, and probably not to ever graduate.
8___I am very uncertain about how long I will stay at PSC and what my attendance plans are.
9___I expect something else. What?___________________________

____

____

(3-4) How do you expect to pay your expenses at PSC this year. Check EACH source that will contribute more than 10% to paying your room, board, tuition, clothing, etc.

1___Assistance from parents and/or relatives (money, room and board, clothing,e
2___Money I have saved from a summer job.
3___Pay from a job I will hold this fall.
4___Scholarship
5___Loan
6___G.I. Bill
7___Other, What?______________________________

(5) NOW GO BACK, DRAW A CIRCLE AROUND THE X TO INDICATE THE SINGLE MOST IMPORTANT SOURCE.

(6) Are you now planning to work for money during the fall quarter?

1___No
2___Yes. If "yes", how many hours each week?__________hours per week. (7)
3___Uncertain if I will work or not.

(8) How long does it take you to get from the place you will be living while attending PSC to the college? ______________minutes.

(9) Please give the location of where you will be living. (e.g., 182nd & N.E. Glisan in Portland, or Main & Glenmore in Lake Oswego)

____

(10) What type of transportation do you usually expect to use to get to PSC?

1___My own automobile
2___My own scooter or cycle
3___Get a ride in the auto of a friend or relative
4___Ride a bus
5___Walk
6___Something else. What?
____

(11) How would you describe the room or place in which you will study in your place of residence.

1___Have my own room in which I can study.
2___Share a room with another college student(including spouse), in which I can study.
3___Share a room with another person---not a student---in which I can study.
4___Have no special place in which I can study but instead will look for some quiet place in the place in which I live.
5___Have no special place in which I can study in the place in which I live and plan to try to do as much studying as possible some place other than where I live.
6___Somewhere else: Where?______________________________

Students have many ideas and expectations about college. They vary widely in what they consider to be a good college, a good job, a good life. We would like to know YOUR OWN PERSONAL IDEAS AND OPINIONS about these.

First, college students have different ideas about the main purpose of a college education. Some of their ideas are listed below. As you read this list, consider what education goals YOU PERSONALLY think the IDEAL college or university ought to emphasize. Rate each goal as you personally value it.

	A College or University Ought to:	Highly Important	Medium Importance	Low Importance
(12)	Develop your knowledge and interest in community and world problems			
(13)	Provide occupational training, develop skills and techniques directly applicable to your career			
(14)	Prepare you for a happy marriage and family life			
(15)	Help develop you moral capacities, ethical standards, and values.			
(16)	Provide a basic general education and appreciation of ideas.			
(17)	Develop your ability to get along with different kinds of people			

(18) IF YOU HAVE CHECKED MORE THAN ONE OF THESE GOALS AS HIGHLY IMPORTANT, GO BACK AND CIRCLE THE CHECK MARK OF THE GOAL WHICH IS OF THE HIGHEST IMPORTANCE TO YOU.

Students expect many things from attending college. Listed below are some things which students have said they expect. How do you personally feel about these? Please indicate whether you personally EXPECT each thing to happen to you as a result of your attending Portland State College. Check each one you EXPECT to probably happen.

	Very Sure	Somewhat Sure	Not at All	Already Happened	
(19)					Make many new close friendships.
(20)					Learn skills which have to do with my occupational plans.
(21)					Be stimulated to really think about new things.
(22)					Grow away from my parents and think for myself.
(23)					Find myself.
(24)					Meet many professors who are strict, demanding and standoffish.
(25)					Have to work a lot harder at my studies than I did in high school.
(26)					Find an interesting person to date.
(27)					Have new experiences with things like alcohol (or drugs or sex.
(28)					Find college to be a lot like high school.
(29)					Look for a person to marry.
(30)					Change my ideas about lots of basic things in life.
(31)					Feel a part of the world of ideas.
(32)					Develop more social poise, ability to get along with others.
(33)					Be challenged by new ideas and values.
(34)					Have a really good time.
(35)					Participate in many activities.
(36)					Expect to be around campus only for classes or work.
(64)					Become an adult.
(65)					Find more people with similar goals and feelings.
(66)					Find a freer academic environment than in high school.
(67)					Have a chance to do new things.
(68)					Not to do very well academically the first term
(69)					Become independent.

(37) Although students may find their college very attractive, they sometimes report that their choice was conditioned by practical considerations, and if they were completely free to choose any college it would be different than the one they are now going to.

If you felt completely free to choose any college or university, which one would it be?

1___Portland State College (Go to page 6, Question 1-23)
2___Some other college or university.
What one?____
Answer Question (38-52) and (53-63)

(38-52) If you prefer some other college than PSC, please indicate why you decided NOT to go to THE COLLEGE YOU PREFERRED. Check EACH reason that applies, and feel free to add additional reasons in the space provided at the end of the list.

I came to PSC instead of my preference because:

(38)___My family did not want me to leave home
(39)___I do not have the special talents and aptitudes required.
(40)___I do not have the personality to make a go of it there.
(41)___I preferred to live in Portland to the community in which that college is
(42)___I frankly find it scary to have to go away all by myself.
(43)___That place is too large.
(44)___I could not afford to join a sorority (or fraternity) there.
(45)___It is too far away from my boyfriend (girlfriend) or fiancee or fiance.
(46)___There is discrimination against people of my sex (or religion or race or social class) there.
(47)___I could not get as good a job there as I now have here.
(48)___My spouse did not want to leave this area.
(49)___I applied there, but was not admitted.
(50)___Do not have the money.
(51)___My grades were not good enough.
(52)___Other____

(53-63) If PSC was NOT your first choice, indicate what the advantages of your preference are compared to PSC. Check EACH statement that applies. (If PSC was your first preference go to question 1-23 on page 6)

(53)___Academic standards and reputation are higher.
(54)___Placement examinations are not required there.
(55)___More convenient to home than PSC.
(56)___High school teacher (or counselors) advised I go there.
(57)___Parents' wibhed me to go there.
(58)___Being able to live away from home if I went there.
(59)___Athletic and extracurricular activities there.
(60)___Friends going to that college.
(61)___Type of curriculum offered there.
(62)___Quality of the students better there.
(63)___Other: what?____

(1-23) Students have different reasons for coming to Portland State. Listed below are some of the reasons students give.

WHAT PERSONALLY ARE YOUR REASONS? Check each reason that was Important in your deciding to come to PSC.

(1)___High academic standards and reputation of PSC (or major dept.)
(2)___Admission not influenced by race, religion, creed.
(3)___Athletic & extracurricular activities at PSC.
(4)___Like an urban atmosphere.
(5)___Availability of part-time jobs in Portland area.
(6)___Financial savings of living at home.
(7)___Cultural & recreational activities in the Portland area.
(8)___Friends were coming to PSC
(9)___High school teachers or counselors advised it.
(10)___Housing easy to find near PSC.
(12)___Am married & family is settled in or near Portland.
(13)___Low tuition
(14)___High school grades too low to go where I wanted.
(15)___Need to help out at home or in family business.
(16)___Older friends or relatives advised me to come to PSC.
(17)___Parents' wishes
(18)___Permanent job while attendin school.
(19)___Quality of teaching at PSC.
(20)___Serious mindedness of PSC students.
(21)___To avoid social pressures
(22)___Type of curriculum & courses offered here
(23)___Other reason: What?________

____

(24) Now, Stop.

GO BACK AND CIRCLE THE NUMBER OF THE THREE ITEMS IN QUESTION 1-23 THAT WERE MOST IMPORTANT IN YOUR DECISION.

Deck Two

Now, we would like to know about your plans after college.

(25) Have you decided what you will take up as a life-time occupation after you complete all of your college education?

1___Yes, definitely.

2___Yes, tentatively.

3___No. If "no," skip question (26) and go on to question (27).

(26) If you have definitely or tentatively decided on your life-time occupation, please indicate what it is. Be specific as you can, e.g., teacher of English in high school.

a) Occupational title:____

b) Main duties you expect to have:____________________________

____

c) In what will it be:____
(law, retail sales, airlines, advertising, medicine,etc)

If you have NOT decided definitely or tentatively about what your life-time occupation will be, what are you considering? (SKIP this question if you already answered (26). List the three occupations you are considering. Indicate first, the one you are most seriously considering; second, the one you are next most seriously considering, and third, the one you are next most seriously considering. Be as specific as you can.

(27) 1st choice____
(28) 2nd choice____
(29) 3rd choice____

(30) WOMEN ONLY. Which statement describes your plans most accurately.

1___Intend to marry and to stay home rather than pursue a career.

2___Marry and only work before I have children and/or if it is really financially necessary.

3___Combine marriage and a career regardless of children and financial necessity.

4___Career plans are definite, but may also marry, if I decide to.

(31-34) People think of themselves in different ways. How do you think of yourself?

Put a 1 by the description which you think of first as describing YOU; put a 2 by the description which you think of second; a 3 by the description you think of third, and so on, until you have put a number in each space.

MALES (31-34)	FEMALES (31-34)
___husband	___wife
___man	___women
___employee (i.e., your occupation)	___employee (i.e., your occupation)
___college student	___college student
___father	___mother
___PSC student	___PSC student
___boy	___girl
___Negro or white or Oriental, etc.	___Negro or white or Oriental, etc.
___Catholic or Protestant or Jew or some other religious affiliation	___Catholic or Protestant or Jew or some other religious affiliation

Students describe the college or university which they attend in many different ways. Listed below are some of their descriptions.

HOW CLOSELY DOES EACH STATEMENT FIT YOUR PICTURE OF PORTLAND STATE COLLEGE?

If the description fits very closely then put an X in the column labeled "Fits very closely,"

If the description fits somewhat closely then put an X in the column "Fits somewhat closely,"

If the description does not fit then put an X in the column "Does NOT fit at all."

Portland State College	Fits very closely	Fits somewhat closely	Does NOT fit at all	Never thought about it	
Has attractive buildings & facilities . . .	1______	2______	3______	4______	(35)
Has a good faculty.	1______	2______	3______	4______	(36)
Is as good as the state universities. . . .	1______	2______	3______	4______	(37)
Attracts students who are more interested in a degree than a good basic education. . .	1______	2______	3______	4______	(38)
Is mainly a glorified high school	1______	2______	3______	4______	(39)
Has too radical an atmosphere	1______	2______	3______	4______	(40)
Has mostly students who have to live at home because of finances	1______	2______	3______	4______	(41)
Has the respect of most people in Portland.	1______	2______	3______	4______	(42)

CONTINUE ON NEXT PAGE

Portland State College	Fits very closely	Fits somewhat closely	Does NOT fit at all	Never thought about it	
Is not a place that most students would want to attend for all four years of college.	1	2	3	4	(43)
Requires a high standard of work	1	2	3	4	(44)
Is a hard place to make friends that you see off-campus	1	2	3	4	(45)
Makes a student memorize things rather than think creatively	1	2	3	4	(46)
Is a hard place for a student to get to know professors.	1	2	3	4	(47)
Makes you take responsibility for yourself	1	2	3	4	(48)
Offers cultural opportunities you cannot get at most other schools.	1	2	3	4	(49)
Is so large that students are treated like numbers rather than people	1	2	3	4	(50)
Has lots of students who are not intelligent enough to go to a better college. . . .	1	2	3	4	(51)
Has lots of "hippies" and other varieties of people.	1	2	3	4	(52)
Has too many "party students" rather than serious ones	1	2	3	4	(53)
Has friendships that seem to last only for a term	1	2	3	4	(54)
Has students who tend to "run the place down".	1	2	3	4	(55)
Has professors who don't seem very happy about teaching here.	1	2	3	4	(56)
Is a good place to look for a husband (or wife).	1	2	3	4	(57)
Is usually too crowded	1	2	3	4	(58)
Attracts a wide variety of students. . . .	1	2	3	4	(59)
Places emphasis on course work rather than on knowledge	1	2	3	4	(60)
Is a place people go for an education, not for fun.	1	2	3	4	(61)
Is a place people seem to go because they think they have to go to college rather than because they enjoy going to college	1	2	3	4	(62

Finally, we would like some information about you.

(1) What is your sex? 1___Male 2___Female

(2) How old are you?

1___17 years or less
2___18 years old
3___19 years old
4___20 years old
5___21 through 25 years old
6___26 through 30 years old
7___over 30 years old

(3) What is your marital status?

1___Married, with children How many children?__________
2___Married, no children
3___Engaged to be married
4___Single
5___Other: Please explain______________________________

(4) Where did you live during most of the time you were growing up?

____
Farm, Town, City State (Country, if not US)

(5) In what community do you now live as a permanent resident?

____
Farm, Town, City State (Country, if not US)

(6) From what high school did you graduate?

____

(7) Do you have brothers and sisters? Please list in order of birth the age and sex of your brothers and sisters. Include YOURSELF in listing AGE. Please indicate which of your siblings ever attended or now go to college.

	Relationship (brother, sister, myself)	Age	Indicate: 1. Graduated college. 2. Attended college, never graduated. 3. Attend college Now.
OLDEST 1			
2			
3			
4			
5			
YOUNGEST 6			

Deck Three

If your father is deceased, or retired indicate so, and then answer question (12-13)

___Deceased since 19___ ___Retired since 19___

(8-9) What specifically is your father's ocupation now, or was before he retired or died? Please read the example. Then answer each part of the question.

EXAMPLE

1. Job title: PRODUCT RECEIVER
2. Most important duties: UNWRAPPED AND RE-ROUTED MERCHANDISE COMING INTO THE FACTORY
3. Industry: MANUFACTURER OF AUTOMOTIVE PARTS
4. Department: SHIPPING
5. Were the duties mainly manual or non-manual?
   _X_Manual
   ___Non-Manual

Describe your father's occupation. Please PRINT

1. Job title:______________________________

2. Most important duties:______________________________

____

____

3. Industry:______________________________

4. Department:______________________________

5. Are the duties mainly manual or non-manual? ___Manual ___Non-Manual

(10) In your opinion, could things have turned out better for your father in his job or occupation? Consider the overall situation rather than any one particular job.

1___Things could have turned out much better.
2___Things could have turned out somewhat better.
3___Things could not have been better.

(11) How often has your parental family moved from one community to another in the last six years? ___________times.

(12) What is the marital status of your natural parents?

1___Married, living together
2___Married, but living separately
3___Divorced
4___Father is deceased
5___Mother is deceased
6___Other:______________________

(13) Does your mother work?

1___Yes,full-time
2___Yes, part-time
3___No, does NOT work

(14) What do you consider to be the socio-economic situation of your parents?
1___Upper class
2___Upper-middle class
3___Middle class with a quite comfortable income
4___Middle class but limited income
5___Working class with a comfortable income
6___Working class with a limited income
7___Lower class
8___At the very bottom with hardly any income at all.
9___Some other situation describes my parents. What?
____

(15) During the last six or eight years, would you say your parental family:

1___Has moved upward in the socio-economic (class) scale.

2___Has stayed at about the same level in the socio-economic (class) scale.

3___Has moved downward in the socio-economic (class) scale.

4___Has alternated moving upward and downward in the socio-economic (class) scale.

How much education did each of your parents have?

	(16) Father;	(17) Mother:
No formal education..................................	1______	1______
Grammer school..	2______	2______
High school, but did not graduate.....................	3______	3______
High school graduation................................	4______	4______
Business college, TV repair school, Beautician school, IBM school, etc..	5______	5______
College, but did not graduate.........................	6______	6______
College graduation....................................	7______	7______
Post-graduate work, but no advanced degrees...........	8______	8______
One or more graduate degrees..........................	9______	9______
I am not at all sure..................................	10______	10______

(18-19) Which ONE of the following religions do you think was most influential in your family while you were growing up? Check ONE.

11___Roman Catholic
12___Orthodox Catholic
13___Jewish
14___Buddhist
15___Islam
16___Latter Day Saints
17___African Methodist Episcopal
18___Baptist-American
19-___Baptist-Southern
21___Christian Scientist
22___Congregationalists
23___Disciples of Christ/Christian
24___Episcopalian
25___Friends (Quakers)
26___Lutheran-American
27___Lutheran-Missourie Synod
28___Methodist
29___Presbyterian
31___Seventh Day Adventist
32___Unitarian
33___No particular religion
34___I do not wish to answer
35___Some other religion:___________________________

(20-21) Which ONE of the above do you NOW think is most influential on you personally? Write the number here:___________________________

(e.g., 16 for Latter Day Saints, 24 for Episcopalian)

PORTLAND STATE COLLEGE
Portland, Oregon

Social Science Division

CONFIDENTIAL

The entire entering Freshman Class of Fall, 1967 will be followed through the next four years or so of the college years.

We ask that you fill out this sheet. Your responses will be given a number, and this sheet WILL BE REMOVED FROM THE QUESTIONNAIRE. We ask for this information so that we will be able to contact you throughout your remaining years as a college student.

ALL OF THE INFORMATION WILL REMAIN COMPLETELY CONFIDENTIAL AND NO ONE EXCEPT THE PROJECT DIRECTORS WILL EVER SEE INFORMATION WHICH WOULD IDENTIFY YOU.

NAME: ____
(Last) (First) (Middle)

Present Address: ______________________________________

Please give the name of two relatives or older friends who will always be in contact with you for the next five years or so.

(1) Name: ____

Relationship: ______________________________________

Address: ____

(2) Name: ____

Relationship: ______________________________________

Address: ____

THANK YOU FOR YOUR COOPERATION

Student Life Study
Series I
Fall, 1967

Charles D. Bolton
Morris Weitman
Nona Glazer

APPENDIX C

Responses on Freshman Questionnaire, Fall 1967

Research Done under Office of Education Contract No. OEC-4-7-062573-2949

Charles Bolton, Morris Weitman, Nona Glazer

In Fall 1967, a questionnaire was administered to as many of the entering freshmen as could be contacted. Usable questionnaires were obtained from 1547 freshmen, which is 90.7% of the entering freshman class (not including foreign students). In the responses reported below N=1547 unless otherwise noted. Since the number of "no responses" varied considerably from question to question, for most items percentages are given for both the total of 1547 respondents and for the number who answered the particular question. The data are presented in the order of the items on the questionnaire.

1. When did you first decide that you were going to college?	N	% with N/A	% without N/A
1. I decided after I had already graduated from high school	64	4.14	4.19
2. I decided during my senior year in high school	146	9.44	9.57
3. I decided before my senior year but after I had finished elementary school	349	22.56	22.87
4. I decided during the last few years of elementary school	146	9.44	9.57
5. I cannot remember when I decided since as long as I can remember I have planned to go to college	787	50.87	51.57
6. Something else	34	2.20	2.23
7. No answer	21	1.36	N=1526

2. At present, what do you expect your future pattern of likely ATTENDANCE AT PORTLAND STATE COLLEGE to be?

I expect:

	N	% with N/A	% without N/A
1. To continue regular attendance at PSC (except possibly for summers) for the next four years until I graduate	579	37.43	37.94
2. To transfer to another collete or university after a year or less, and to graduate	210	13.57	13.76
3. To transfer to another college or university after two years, and to graduate	308	19.91	20.18
4. To transfer to another college or university after three years, and to graduate	49	3.17	3.21
5. To sporadically attend PSC over a period of more than four years, taking time off to work full-time during the regular school year, and to graduate	12	.78	.79
6. To sporadically attend PSC over a period of more than four years, taking time off to work full-time during the regular school year, BUT I WILL TAKE CLASSES IN THE NIGHT SCHOOL WHEN I AM WORKING FULL-TIME, and to graduate	6	.39	.39
7. To only attend PSC and/or another college for a while, and probably not to ever graduate	35	2.26	2.29
8. I am very uncertain about how long I will stay at PSC and what my attendance plans are	200	12.93	13.11
9. I expect something else	127	8.21	8.32
10. No answer	21	1.36	N=1526

3. How do you expect to pay your expenses at PSC this year?

	N	% with N/A	% without N/A
1. Assistance from parents and/or relatives	1137	73.5	
2. Money I have saved from a summer job	1041	67.3	
3. Pay from a job I will hold this fall	660	42.7	
4. Scholarship	309	20.0	
5. Loan	102	6.6	
6. G. I. Bill	38	2.5	
7. Other	161	10.4	

4. The SINGLE MOST IMPORTANT SOURCE.

	N	% with N/A	% without N/A
1. Assistance from parents and/or relatives	610	39.4	40.9
2. Money I have saved from a summer job	438	28.3	29.4
3. Pay from a job I will hold this fall	149	9.6	10.0
4. Scholarship	142	9.2	9.5
5. Loan	45	2.9	3.0
6. G. I. Bill	22	1.4	1.5
7. Other	85	5.5	5.7
8. No answer (or more than one answer)	56	3.6	N=1491

5. Are you now planning to work for money during the fall quarter?

	N	% with N/A	% without N/A
1. No	445	28.8	29.0
2. Uncertain if I will work or not	291	18.8	19.0
3. Yes, working but hours unspecified	80	5.2	5.2
4. 8 or less hours	66	4.3	4.3
5. 9-14 hours	146	9.4	9.5
6. 15-21 hours	329	21.3	21.4
7. 22-34 hours	142	9.2	9.2
8. 35-39 hours	13	.8	.9
9. 40 or more hours	24	1.6	1.6
10. No answer	11	.7	N=1536

6. How long does it take you to get from the place you will be living while attending PSC to the college?

	N	% with N/A	% without N/A
1. 5 minutes or less	92	6.0	6.0
2. 6-10 minutes	129	8.3	8.5
3. 11-15 minutes	282	18.2	18.5
4. 16-20 minutes	373	24.1	24.5
5. 21-25 minutes	137	8.9	9.0
6. 26-30 minutes	269	17.4	17.7
7. 31-40 minutes	88	5.7	5.8
8. 40 or more minutes	149	9.6	9.8
9. No answer	25	1.6	N=1522

	N	% with N/A	% without N/A
7. Please give the location of where you will be living.			
1. Near PSC; north of Burnside to Vista Ave., to foothills on South side to Corbett Ave. area	133	8.6	8.8
2. S. W. area excluding above	97	6.3	6.4
3. N. W. area	34	2.2	2.3
4. Near eastside; to Fremont, 33rd, Holgate	114	7.4	7.6
5. Far eastside; to city limits	509	32.9	33.7
6. Suburban westside; e.g., Beaverton,~~-etc.~~	208	13.5	13.8
7. Suburban eastside	256	16.6	17.0
8. Cities outside of Portland; Oregon City, etc	156	10.3	10.5
9. No answer	37	2.4	N=1510
8. What type of transportation do you usually expect to use to get to PSC?			
1. Own automobile	512	33.1	33.3
2. Own scooter or cycle	20	1.3	1.3
3. Get a ride in the auto of a friend or relative	309	20.0	20.1
4. Ride a bus	341	22.0	22.2
5. Walk	122	7.9	7.9
6. Something else	21	1.4	1.4
7. Car and bus (1 or 3 and 4)	209	13.5	13.6
8. (1 and 2)	4	.3	.3
9. No answer	9	.6	N=1538
9. How would you describe the room or place in which you will study in your place of residence?			
1. Have my own room in which I can study	1062	68.7	69.2
2. Share a room with another college student (including spouse), in which I can study	115	7.4	7.5
3. Share a room with another person--not a student--in which I can study	98	6.3	6.4
4. Have no special place in which I can study but instead will look for some quiet place in the place in which I live	143	9.2	9.3
5. Have no special place in which I can study in the place in which I live and plan to try to do as much studying as possible some place other than where I live	79	5.1	5.2
6. Somewhere else	38	2.5	2.5
7. No answer	12	.8	N-1535

10. A College or University ought to:		Highly Important	Medium Importance	Low Importance	N/A
1. Develop your knowledge and interest in community and world problems	N	831	657	44	15
	%	53.7	42.5	2.8	1.0
2. Provide occupational training, develop skills and techniques directly applicable to your career	N	1132	357	45	13
	%	73.2	23.1	2.9	.8
3. Prepare you for a happy marriage and family life	N	159	655	708	23
	%	10.3	42.3	45.8	1.5
4. Help develop your moral capacities, ethical standards, and values	N	443	759	318	27
	%	28.6	49.1	20.6	1.8
5. Provide a basic general education and appreciation of ideas	N	878	611	44	14
	%	56.8	39.5	2.8	.9
6. Develop your ability to get along with different kinds of people	N	647	718	166	16
	%	41.8	46.4	10.7	1.0

11. The one education goal which is of highest importance to you.	N	% with N/A	% without N/A
1. Develop your knowledge and interest in community and world problems	201	13.0	13.1
2. Provide occupational training, develop skills and techniques directly applicable to your career	706	45.6	45.9
3. Prepare you for a happy marriage and family life	31	2.0	2.0
4. Help develop your moral capacities, ethical standards, and values	112	7.2	7.3
5. Provide a basic general education and appreciation of ideas	301	19.5	19.6
6. Develop your ability to get along with different kinds of people	99	6.4	6.4
7. None indicated as high importance	14	.9	.9
8. Two or more indicated as high importance	74	4.8	4.8
9. No answer	9	.6	N=1538

12. Please indicate whether you personally expect each thing to happen to you as a result of your attending PSC.

	N	% with N/A	% without N/A
1. Make many new close friendships			
a. Very Sure	519	33.6	35.0
b. Somewhat Sure	727	47.0	49.1
c. Not at All	122	7.9	8.2
d. Already Happened	113	7.3	7.6
e. No Answer	66	4.3	N=1481
2. Learn skills which have to do with my occupational plans			
a. Very Sure	1043	67.4	70.0
b. Somewhat Sure	392	25.3	26.3
c. Not at All	47	3.0	3.2
d. Already Happened	9	.6	.6
e. No Answer	56	3.6	N=1491
3. Be stimulated to really think about new things			
a. Very Sure	808	52.2	54.1
b. Somewhat Sure	539	34.8	36.1
c. Not at All	24	1.6	1.6
d. Already Happened	124	8.0	8.3
e. No Answer	52	3.4	N=1495
4. Grow away from my parents and think for myself			
a. Very Sure	485	31.4	32.9
b. Somewhat Sure	443	28.6	30.1
c. Not at All	114	7.4	7.7
d. Already Happened	432	27.9	29.3
e. No Answer	73	4.7	N=1474
5. Find myself			
a. Very Sure	272	17.6	18.9
b. Somewhat	671	43.4	46.6
c. Not at All	196	12.7	13.6
d. Already Happened	301	19.5	20.9
e. No Answer	107	6.9	N=1440
6. Meet many professors who are strict, demanding and standoffish			
a. Very Sure	135	8.7	9.3
b. Somewhat Sure	560	36.2	38.5
c. Not at All	731	47.3	50.3
d. Already Happened	27	1.8	1.9
e. No Answer	94	6.1	N=1453
7. Have to work a lot harder at my studies than I did in high school			
a. Very Sure	1040	67.2	69.4
b. Somewhat Sure	363	23.5	24.2
c. Not at All	50	3.2	3.3
d. Already Happened	46	3.0	3.1
e. No Answer	48	3.1	N=1499

	N	% with N/A	% without N/A
8. Find an interesting person to date			
a. Very Sure	216	14.0	14.8
b. Somewhat Sure	704	45.5	48.2
c. Not at All	366	23.7	25.0
d. Already Happened	176	11.4	12.0
e. No Answer	85	5.5	N=1462
9. Have new experiences with things like alcohol or drugs or sex			
a. Very Sure	62	4.0	4.3
b. Somewhat Sure	308	19.9	21.2
c. Not at All	953	61.6	65.7
d. Already Happened	128	8.3	8.8
e. No Answer	96	6.2	N=1451
10. Find college a lot like high school			
a. Very Sure	26	1.7	1.8
b. Somewhat Sure	220	14.2	14.8
c. Not at All	1215	78.5	82.0
d. Already Happened	21	1.4	1.4
e. No Answer	65	4.2	N=1482
11. Look for a person to marry			
a. Very Sure	33	2.1	2.3
b. Somewhat Sure	309	20.0	21.3
c. Not at All	1026	66.3	70.8
d. Already Happened	82	5.3	5.7
e. No Answer	97	6.3	N=1450
12. Change my ideas about a lot of basic things in life			
a. Very Sure	212	13.7	14.5
b. Somewhat Sure	730	47.2	49.8
c. Not at All	469	30.3	32.0
d. Already Happened	56	3.6	3.8
e. No Answer	80	5.2	N=1467
13. Feel a part of the world of ideas			
a. Very Sure	464	30.0	31.6
b. Somewhat Sure	845	54.6	57.5
c. Not at All	80	5.2	5.5
d. Already Happened	80	5.2	5.5
e. No Answer	78	5.0	N=1469
14. Develop more social poise, ability to get along with others			
a. Very Sure	493	31.9	33.5
b. Somewhat Sure	798	51.6	54.2
c. Not at All	108	7.0	7.3
d. Already Happened	74	4.8	5.0
e. No Answer	74	4.8	N=1473

	N	% with N/A	% without N/A
15. Be challenged by new ideas and values			
a. Very Sure	997	64.5	66.6
b. Somewhat Sure	415	26.8	27.7
c. Not at All	19	1.2	1.3
d. Already Happened	67	4.3	4.5
e. No Answer	49	3.2	N=1498
16. Have a really good time			
a. Very Sure	348	22.5	23.7
b. Somewhat Sure	890	57.5	60.6
c. Not at All	165	10.7	11.2
d. Already Happened	65	4.2	4.4
e. No Answer	79	5.1	N=1468
17. Participate in many activities			
a. Very Sure	217	14.0	14.8
b. Somewhat Sure	899	58.1	61.1
c. Not at All	336	21.7	22.8
d. Already Happened	19	1.2	1.3
e. No Answer	76	4.9	N=1471
18. Expect to be around campus only for classes or work			
a. Very Sure	177	11.4	12.1
b. Somewhat Sure	420	27.2	28.8
c. Not at All	854	55.2	58.5
d. Already Happened	9	.6	.6
e. No Answer	87	5.6	N=1460
19. Become an adult			
a. Very Sure	602	38.9	42.2
b. Somewhat Sure	569	36.8	39.9
c. Not at All	111	7.2	7.8
d. Already Happened	146	9.4	10.2
e. No Answer	119	7.7	N=1428
20. Find more people with similar goals and feelings			
a. Very Sure	670	43.3	45.4
b. Somewhat Sure	678	43.8	46.0
c. Not at All	69	4.5	4.7
d. Already Happened	58	3.8	3.9
e. No Answer	72	4.7	N=1475
21. Find a freer academic environment than in high school			
a. Very Sure	1006	65.0	68.3
b. Somewhat Sure	314	20.3	21.3
c. Not at All	58	3.8	3.9
d. Already Happened	96	6.2	6.5
e. No Answer	73	4.7	N=1474

	N	% with N/A	% without N/A
22. Have a chance to do new things			
a. Very Sure	968	62.6	65.0
b. Somewhat Sure	402	26.0	27.0
c. Not at All	41	2.7	2.8
d. Already Happened	78	5.0	5.2
e. No Answer	58	3.8	N=1489
23. Not to do very well academically the first term			
a. Very Sure	91	5.9	6.4
b. Somewhat Sure	512	33.1	36.0
c. Not at All	803	51.9	56.4
d. Already Happened	18	1.2	1.3
e. No Answer	123	8.0	N=1424
24. Become independent			
a. Very Sure	504	32.6	34.2
b. Somewhat Sure	590	38.1	40.0
c. Not at All	88	5.7	6.0
d. Already Happened	292	18.9	19.8
e. No Answer	72	4.7	N=1475
13. If you felt completely free to choose any college or university, which one would it be?			
a. PSC	688	44.5	45.4
b. University of Oregon	178	11.5	11.7
c. Oregon State University	215	13.9	14.2
d. Community colleges	7	.5	.5
e. Other State of Oregon schools	25	1.6	1.7
f. Private (in Oregon)	114	7.4	7.5
g. Private and public outside of Oregon	225	14.5	14.8
h. Some other college - unspecified	65	4.2	4.3
i. All other schools, e.g., beauty school, trade school	0	0.0	0.0
j. No Answer	30	1.9	N=1517

14. I came to PSC instead of my preference because:	N Yes	% Yes
1. My family did not want me to leave home	160	18.9
2. I do not have the special talents and aptitudes required	36	4.2
3. I do not have the personality to make a go of it there	15	1.8
4. I preferred to live in Portland to the community in which that college is	85	10.0
5. I frankly find it scary to have to go away all by myself	46	5.4
6. That place is too large	16	1.9
7. I could not afford to join a sorority or fraternity there	89	10.5

2

	N Yes	% Yes
8. It is too far away from my boyfriend (girlfriend) or fiancee or fiance	57	6.7
9. There is discrimination against people of my sex or religion or race or social class there	0	0.0
10. I could not get as good a job there as I now have here	79	9.3
11. My spouse did not want to leave this area	6	.7
12. I applied there but was not admitted	18	2.1
13. Do not have the money	672	79.3
14. My grades were not good enough	82	9.7
15. Other	168	19.8
		N=848

15. If PSC was not your first choice, indicate what the advantages of your preference are compared to PSC

	N Yes	% Yes
1. Academic standards and reputation are higher	268	31.6
2. Placement examinations are not required there	4	.5
3. More convenient to home than PSC	27	3.2
4. High school teacher (or counselors) advised I go there	109	12.9
5. Parents wished I go there	73	8.6
6. Being able to live away from home if I went there	455	53.7
7. Athletic and extracurricular activities there	143	16.7
8. Friends going to that college	255	30.1
9. Type of curriculum offered there	399	47.1
10. Quality of students better there	126	14.9
		N=848

16. Check each reason that was Important in your deciding to come to PSC

	N Yes	% Yes
1. High academic standards and reputation of PSC or major dept	529	41.3
2. Admission not influenced by race, religion, creed	141	11.0
3. Athletic and extracurricular activities at PSC	131	10.2
4. Like an urban atmosphere	445	34.7
5. Availability of part-time jobs in Portland area	531	41.4
6. Financial savings of living at home	945	73.8
7. Cultural and recreational activities in the Portland area	310	24.2
8. Friends were coming to PSC	307	24.0
9. High school teachers or counselors advised it	105	8.2

	N Yes	% Yes
10. Housing easy to find near PSC........................	75	5.9
11. Am married and family is settled in or near Portland...	30	2.3
12. Low tuition..	678	52.8
13. High school grades too low to go where I wanted........	42	3.3
14. Need to help out at home or in family business.........	77	6.0
15. Older friends or relatives advised me to come to PSC...	120	9.4
16. Parents' wishes....................................	194	15.1
17. Permanent job while attending school...................	174	13.6
18. Quality of teaching at PSC............................	300	23.4
19. Serious mindedness of PSC students.....................	103	8.0
20. To avoid social pressures.............................	101	7.9
21. Type of curriculum and courses offered here............	437	34.1
22. Other reasons..	209	16.3
		N=1283

17. The most important reason in deciding to attend PSC (each respondent chose three as the most important)

	N	% checking as one of the most important
1. High academic standards and reputation of PSC..........	345	30.3
2. Admission not influenced by race, religion, creed......	28	2.5
3. Athletics and extracurricular activities at PSC........	63	5.5
4. Like an urban atmosphere...............................	205	18.0
5. Availability of part-time jobs in Portland area........	242	21.2
6. Financial savings of living at home....................	779	68.3
7. Cultural and recreational activities in the Portland area..........	104	9.1
8. Friends were coming to PSC.............................	109	9.6
9. High school teachers or counselors advised it..........	40	3.5
10. Housing easy to find near PSC.........................	29	2.5
11. Am married and family is settled in or near Portland...	29	2.5
12. Low tuition...	453	39.7
13. High school grades too low to go where I wanted........	27	2.4
14. Need to help out at home or in family business.........	37	3.2
15. Older friends or relatives advised me to come..........	44	3.9
16. Parents' wishes.....................................	121	10.6
17. Permanent job while attending school..................	113	9.9
18. Quality of teaching at PSC............................	131	11.5

	N	% checking as one of the most important
19. Serious mindedness of PSC students	27	2.4
20. To avoid social pressures	55	4.8
21. Type of courses and curriculum offered here	275	24.1
22. Other reason	158	13.9
		N=1140

18. Have you decided what you will take up as a life-time occupation after you complete all of your college education?

	N	% with N/A	% without N/A
1. Yes, definitely	352	22.8	23.0
2. Yes, tentatively	641	41.5	41.8
3. No	535	34.8	35.1
4. No Answer	15	.8	
			N=1531

19. If you have definitely or tentatively decided on your life-time occupation, please indicate what it is (classified by field)

	N	% with N/A	% without N/A
1. Advertising, public relations	16	1.6	1.6
2. Architecture	35	3.5	3.6
3. Art	51	5.1	5.2
4. Business (unspecified)	121	12.1	12.3
5. Engineering	63	6.3	6.4
6. Farming	1	0.1	0.1
7. Government	32	3.2	3.3
8. Hotel, food	3	0.3	0.3
9. Journalism, drama	18	1.8	1.8
10. Law	34	3.4	3.5
11. Medicine	158	15.8	16.1
12. Natural science	54	5.4	5.5
13. Personnel	5	0.5	0.5
14. Real estate, finance	5	0.5	0.5
15. Sales, promotion	7	0.7	0.7
16. Social science	32	3.2	3.3
17. Social work	27	2.7	2.8
18. Teaching	292	29.1	29.8
19. Other	21	2.1	2.1
20. Marriage	5	0.5	0.5
21. No answer, though applicable	22	2.2	
	N=1002		N= 980

If you have not decided definitely or tentatively about what your life-time occupation will be, what are you considering? Indicate first, the one you are most seriously considering; second, the one you are next most seriously considering.

20. 1st choice:

	N	% with N/A	% without N/A
1. Advertising, public relation	5	0.9	1.1
2. Architecture	13	2.3	2.8
3. Art	24	4.3	5.1
4. Business (unspecified)	107	19.0	22.7
5. Engineering	18	3.2	3.8
6. Farming	0	0.0	0.0
7. Government	25	4.4	5.3
8. Hotel, food	2	0.4	0.4
9. Journalism, drama	26	4.6	5.5
10. Law	12	2.1	2.5
11. Medicine	23	4.1	4.9
12. Natural science	39	6.9	8.3
13. Personnel	3	0.5	0.6
14. Real estate, finance	3	0.5	0.6
15. Sales, promotion	3	0.5	0.6
16. Social science	33	5.9	7.0
17. Social work	16	2.8	3.4
18. Teaching	61	10.8	12.9
19. Other	42	7.4	8.9
20. Marriage	17	3.0	3.6
21. No answer, though applicable	92	16.3	
	N=564		N=472

21. 2nd choice:

	N	% with N/A	% without N/A
1. Advertising, public relations	3	0.5	0.7
2. Architecture	10	1.8	2.4
3. Art	31	5.5	7.4
4. Business (unspecified)	99	17.6	23.7
5. Engineering	8	1.4	1.9
6. Farming	0	0.0	0.0
7. Government	13	2.3	3.1
8. Hotel, food	2	0.4	0.5
9. Journalism, drama	19	3.4	4.5
10. Law	5	0.9	1.2
11. Medicine	22	3.9	5.3
12. Natural science	25	4.4	6.0
13. Personnel	2	0.4	0.5
14. Real estate, finance	4	0.7	1.0
15. Sales, promotion	4	0.7	1.0
16. Social science	31	5.5	7.4
17. Social work	22	3.9	5.3
18. Teaching	77	13.7	18.4
19. Other	37	6.6	8.9
20. Marriage	4	0.7	1.0
21. No answer, though applicable	146	25.9	
	N=564		N=418

22. Women Only: Which statement describes your plans most accurately?

	N	% with N/A	% without N/A
1. Intend to marry and to stay home rather than pursue a career....................................	8	1.0	1.0
2. Marry and only work before I have children and/or if it is really financially necessary.................	350	44.5	45.7
3. Combine marriage and a career regardless of children and financial necessity............................	125	15.9	16.3
4. Career plans are definite, but may also marry if I decide to...	259	33.0	33.8
5. Other plans..	24	3.0	3.1
6. No response..	20	2.5	
	N=786		N=766

23. People think of themselves in different ways. How do you think of yourself?

Put a 1 by the description which you think of first as describing YOU; put a 2 by the description which you think of second; a 3 by the description you think of third, and so on, until you have put a number in each space.

MALES	FEMALE
___husband	___wife
___man	___woman
___employee (i.e., your occupation)	___employee (i.e., your occupation)
___college student	___college student
___father	___mother
___PSC student	___PSC student
___boy	___girl
___Negro or white or Oriental, etc.	___Negro or white or Oriental, etc.
___Catholic or Protestant or Jew or some other religious affiliation	___Catholic or Protestant or Jew or some other religious affiliation

Responses: (0=No Answer)

	Rank	N	% with N/A	% without N/A
Husband (males)............................	1	8	1.1	1.5
	2	22	2.9	4.0
	3	19	2.5	3.5
	4	24	3.2	4.4
	5	69	9.1	12.7
	6	118	15.6	21.7
	7	103	13.6	18.9
	8	154	20.3	28.3
	9	28	3.7	5.1
	0	214	28.2	N=545

	Rank	N	% with N/A	% without N/A
Wife (females)................................	1	14	1.8	2.3
	2	30	3.8	5.0
	3	25	3.2	4.1
	4	31	3.9	5.1
	5	58	7.4	9.6
	6	113	14.4	18.7
	7	123	15.6	20.3
	8	204	25.9	33.7
	9	7	0.9	1.2
	0	182	23.1	N=605
Husband-Wife (total)......................	1	22	1.4	1.9
	2	52	3.4	4.5
	3	44	2.9	3.8
	4	55	3.6	4.8
	5	127	8.2	11.0
	6	241	14.9	20.1
	7	226	14.6	19.7
	8	358	23.2	31.1
	9	35	2.3	3.0
	0	396	25.6	N=1150
Man (male)..................................	1	213	28.1	33.1
	2	94	12.4	14.6
	3	117	15.4	18.2
	4	89	11.7	13.8
	5	64	8.4	10.0
	6	35	4.6	5.4
	7	23	3.0	3.6
	8	3	.4	.5
	9	5	.7	.8
	0	116	15.3	N=643
Woman (female)............................	1	149	18.9	22.2
	2	111	14.1	16.5
	3	51	6.5	7.6
	4	107	13.6	15.9
	5	102	13.0	15.2
	6	72	9.2	10.7
	7	68	8.6	10.1
	8	7	.9	1.0
	9	5	.7	.8
	0	115	14.6	N=672
Man-Woman (total).........................	1	362	23.4	27.5
	2	205	13.3	15.6
	3	168	10.9	12.8
	4	196	12.7	14.9
	5	166	10.7	12.6
	6	107	6.9	8.1
	7	91	5.9	6.9
	8	10	.7	.8
	9	10	.7	.8
	0	231	14.9	N=1315

	Rank	N	% with N/A	% without N/A
Employee (male)	1	8	1.1	1.3
	2	41	5.4	6.8
	3	108	14.2	17.8
	4	121	15.9	20.0
	5	123	16.2	20.3
	6	103	13.6	17.0
	7	62	8.2	10.2
	8	26	3.4	4.3
	9	14	1.8	2.3
	0	153	20.2	N=606
Employee (female)	1	3	.4	.5
	2	9	1.1	1.4
	3	52	6.6	8.1
	4	107	13.6	16.7
	5	149	18.9	23.2
	6	126	16.0	19.6
	7	115	14.6	17.9
	8	41	5.2	6.4
	9	40	5.1	6.2
	0	145	18.4	N=642
Employee (total)	1	11	.7	.9
	2	50	3.2	4.0
	3	160	10.4	12.8
	4	228	14.8	18.3
	5	272	17.6	21.8
	6	229	14.8	18.4
	7	177	11.5	14.2
	8	67	4.3	5.4
	9	54	3.5	4.3
	0	298	19.3	N=1288
College Student (male)	1	219	28.9	32.0
	2	227	30.0	33.1
	3	116	15.3	16.9
	4	70	9.2	10.2
	5	31	4.1	4.5
	6	17	2.2	2.5
	7	4	.5	.6
	8	0	0	0
	9	1	.1	.2
	0	74	9.8	
				N=685
College Student (female)	1	94	11.9	13.2
	2	249	31.6	34.8
	3	179	22.7	25.0
	4	102	13.0	14.3
	5	56	7.1	7.8
	6	19	2.4	2.7
	7	10	1.3	1.4
	8	4	.5	.6
	9	2	.3	.3
	0	72	9.2	N=715

	Rank	N	% with N/A	% without N/A
College Student (total)....................	1	313	20.3	22.4
	2	476	30.9	34.0
	3	295	19.1	21.1
	4	172	11.1	12.3
	5	87	5.6	6.2
	6	36	2.3	2.6
	7	14	.9	1.0
	8	4	.3	.3
	9	3	.2	.2
	0	146	9.4	N=1400
Father (male)............................	1	3	.4	.6
	2	15	2.0	2.8
	3	13	1.7	2.4
	4	17	2.2	3.2
	5	25	3.3	4.7
	6	70	9.2	13.1
	7	111	14.6	20.8
	8	119	15.7	22.3
	9	160	21.1	30.0
	0	226	29.8	N=533
Mother (female)..........................	1	2	.3	.4
	2	14	1.8	2.4
	3	21	2.7	3.6
	4	20	2.5	3.4
	5	27	3.4	4.7
	6	60	7.6	10.4
	7	115	14.6	19.9
	8	106	13.5	18.3
	9	214	27.2	37.0
	0	208	26.4	N=529
Father-Mother (total)....................	1	5	.3	.5
	2	29	1.9	2.6
	3	34	2.2	3.1
	4	37	2.4	3.3
	5	52	3.4	4.7
	6	130	8.4	11.7
	7	226	14.6	20.3
	8	225	14.6	20.2
	9	374	24.2	33.6
	0	434	28.1	N=1112
PSC Student (male).......................	1	95	12.5	14.2
	2	181	23.9	27.0
	3	176	23.2	26.3
	4	104	13.7	15.5
	5	55	7.3	8.2
	6	32	4.2	4.8
	7	13	1.7	1.9
	8	11	1.5	1.6
	9	3	.4	.5
	0	89	11.7	N=670

	Rank	N	% with N/A	% without N/A
PSC Student (female)........................	1	35	4.5	5.1
	2	121	15.4	17.6
	3	233	29.6	33.9
	4	135	17.2	19.7
	5	80	10.2	11.6
	6	45	5.7	6.6
	7	21	2.7	3.1
	8	12	1.5	1.8
	9	5	.6	.7
	0	100	12.7	N=687
PSC Students (total)........................	1	130	8.4	9.6
	2	302	19.5	22.3
	3	409	26.5	30.1
	4	239	15.5	17.6
	5	135	8.7	10.0
	6	77	5.0	5.7
	7	34	2.2	2.5
	8	23	1.5	1.7
	9	8	.5	.6
	0	189	12.2	N=1357
Boy (male)..................................	1	119	15.7	20.0
	2	50	6.6	8.4
	3	52	6.9	8.8
	4	55	7.3	9.3
	5	51	6.7	8.6
	6	41	5.4	6.9
	7	75	9.9	12.6
	8	39	5.1	6.6
	9	112	14.8	18.9
	0	165	21.7	N=594
Girl (female)...............................	1	374	47.5	55.7
	2	84	10.7	12.5
	3	62	7.9	9.2
	4	28	3.6	4.2
	5	16	2.0	2.4
	6	18	2.3	2.7
	7	29	3.7	4.3
	8	26	3.3	3.9
	9	34	4.3	5.1
	0	116	14.7	N=671
Boy-Girl (total)...........................	1	493	31.9	39.0
	2	134	8.7	10.6
	3	114	7.4	9.0
	4	83	5.4	6.6
	5	67	4.3	5.3
	6	59	3.8	4.7
	7	104	6.7	8.2
	8	65	4.2	5.1
	9	146	9.4	11.5
	0	281	18.2	N=1265

	Rank	N	% with N/A	% without N/A
Negro or White or Oriental, etc. (male)......	1	12	1.6	2.0
	2	33	4.4	5.5
	3	32	4.2	5.3
	4	58	7.6	9.6
	5	106	14.0	17.6
	6	95	12.5	15.7
	7	89	11.7	14.7
	8	103	13.6	17.1
	9	76	10.0	12.6
	0	155	20.4	N=604
Negro or White or Oriental, etc. (female)....	1	15	1.9	2.4
	2	51	6.5	8.1
	3	39	5.0	6.2
	4	49	6.2	7.8
	5	70	8.9	11.2
	6	97	12.3	15.5
	7	57	7.2	9.1
	8	90	11.4	14.3
	9	160	20.3	25.5
	0	159	20.2	N=628
Negro or White or Oriental, etc. (total).....	1	27	1.8	2.2
	2	84	5.4	6.8
	3	71	4.6	5.8
	4	107	6.9	8.7
	5	176	11.4	14.3
	6	192	12.4	15.6
	7	146	9.4	11.8
	8	193	12.5	15.7
	9	236	15.3	19.2
	0	314	20.3	N=1232
Catholic or Protestant or Jew or some other religious affiliation (male).................	1	43	5.7	7.0
	2	42	5.5	6.8
	3	60	7.9	9.8
	4	70	9.2	11.4
	5	77	10.1	12.5
	6	72	9.5	11.7
	7	78	10.3	12.7
	8	78	10.3	12.7
	9	94	12.4	15.3
	0	145	19.1	N=614
Catholic or Protestant or Jew or some other religious affiliation (female)...............	1	43	5.5	6.6
	2	68	8.6	10.4
	3	69	8.8	10.5
	4	73	9.3	11.2
	5	85	10.8	13.0
	6	78	9.9	11.9
	7	71	9.0	10.8
	8	91	11.6	13.9
	9	77	9.8	11.8
	0	132	16.8	N=655

	Rank	N	% with N/A	% without N/A
Catholic or Protestant or Jew or some other religious affiliation (total)................	1	86	5.6	6.8
	2	110	7.1	8.7
	3	129	8.3	10.2
	4	143	9.3	11.3
	5	162	10.5	12.8
	6	150	9.7	11.8
	7	149	9.6	11.7
	8	169	10.9	13.3
	9	171	11.1	13.5
	0	277	17.9	N=1269

24. PORTLAND STATE COLLEGE

1. Has attractive buildings and facilities

	N	%
a. Fits very closely......................................	618	40.0
b. Fits somewhat closely..................................	675	43.6
c. Does NOT fit at all....................................	49	3.2
d. Never thought about it.................................	197	12.7
e. No answer..	8	.5

2. Has a good faculty

	N	%
a. Fits very closely......................................	698	45.1
b. Fits somewhat closely..................................	552	35.7
c. Does NOT fit at all....................................	13	.8
d. Never thought about it.................................	249	16.1
e. No answer..	35	2.3

3. Is as good as the state universities

	N	%
a. Fits very closely......................................	684	44.2
b. Fits somewhat closely..................................	507	32.8
c. Does NOT fit at all....................................	113	7.3
d. Never thought about it.................................	188	12.2
e. No answer..	55	3.6

4. Attracts students who are more interested in a degree than a good basic education

	N	%
a. Fits very closely......................................	112	7.2
b. Fits somewhat closely..................................	307	19.8
c. Does NOT fit at all....................................	534	34.5
d. Never thought about it.................................	516	33.4
e. No answer..	78	5.0

5. Is mainly a glorified high school

	N	%
a. Fits very closely......................................	28	1.8
b. Fits somewhat closely..................................	111	7.2
c. Does NOT fit at all....................................	1088	70.3
d. Never thought about it.................................	273	17.7
e. No answer..	47	3.0

	N	% with N/A
6. Has too radical an atmosphere		
a. Fits very closely	61	3.9
b. Fits somewhat closely	273	17.7
c. Does NOT fit at all	774	50.0
d. Never thought about it	407	26.3
e. No answer	32	2.1
7. Has mostly students who have to live at home because of finances		
a. Fits very closely	422	27.3
b. Fits somewhat closely	657	42.5
c. Does NOT fit at all	198	12.8
d. Never thought about it	231	14.9
e. No answer	39	2.5
8. Has the respect of most people in Portland		
a. Fits very closely	705	45.6
b. Fits somewhat closely	573	37.0
c. Does NOT fit at all	79	5.1
d. Never thought about it	177	11.4
e. No answer	14	.9
9. Is not a place that most students would want to attend all four years of college		
a. Fits very closely	208	13.5
b. Fits somewhat closely	542	35.0
c. Does NOT fit at all	519	33.6
d. Never thought about it	266	17.2
e. No answer	12	.8
10. Requires a high standard of work		
a. Fits very closely	644	41.6
b. Fits somewhat closely	716	46.3
c. Does NOT fit at all	54	3.5
d. Never thought about it	115	7.4
e. No answer	18	1.2
11. Is a hard place to make friends that you see off campus		
a. Fits very closely	142	9.2
b. Fits somewhat closely	308	19.9
c. Does NOT fit at all	646	41.8
d. Never thought about it	416	26.9
e. No answer	35	2.3
12. Makes a student memorize things rather than think creatively		
a. Fits very closely	35	2.3
b. Fits somewhat closely	116	7.5
c. Does NOT fit at all	796	51.5
d. Never thought about it	561	36.3
e. No answer	39	2.5

	N	% with N/A
13. Is a hard place for a student to get to know professors		
a. Fits quite closely	154	10.0
b. Fits somewhat closely	398	25.7
c. Does NOT fit at all	490	31.7
d. Never thought about it	461	29.8
e. No answer	44	2.8
14. Makes you take responsibility for yourself		
a. Fits quite closely	983	63.5
b. Fits somewhat closely	432	27.9
c. Does NOT fit at all	16	1.0
d. Never thought about it	91	5.9
e. No answer	25	1.6
15. Offers cultural opportunities you cannot get at most other schools		
a. Fits quite closely	309	20.0
b. Fits somewhat closely	466	30.1
c. Does NOT fit at all	290	18.8
d. Never thought about it	450	29.1
e. No answer	32	2.1
16. Is so large that students are treated like numbers rather than people		
a. Fits quite closely	258	16.7
b. Fits somewhat closely	628	40.6
c. Does NOT fit at all	399	25.8
d. Never thought about it	234	15.1
e. No answer	28	1.8
17. Has a lot of students who are intelligent enough to go to a better college		
a. Fits quite closely	79	5.1
b. Fits somewhat closely	330	21.3
c. Does NOT fit at all	831	53.7
d. Never thought about it	277	17.9
e. No answer	30	1.9
18. Has lots of "hippies" and other varieties of people		
a. Fits quite closely	347	22.4
b. Fits somewhat closely	758	49.0
c. Does NOT fit at all	222	14.4
d. Never thought about it	191	12.4
e. No answer	29	1.9
19. Has too many "party students" rather than serious ones		
a. Fits quite closely	33	2.1
b. Fits somewhat closely	337	21.8
c. Does NOT fit at all	659	42.6
d. Never thought about it	485	31.4
e. No answer	33	2.1

	N	% with N/A
20. Has friendships that seem to last only for a term		
a. Fits quite closely	50	3.2
b. Fits somewhat closely	157	10.2
c. Does NOT fit at all	397	25.7
d. Never thought about it	895	57.9
e. No answer	48	3.1
21. Has students who tend to "run the place down"		
a. Fits quite closely	91	5.9
b. Fits somewhat closely	284	18.4
c. Does NOT fit at all	557	36.0
d. Never thought about it	579	37.4
e. No answer	36	2.3
22. Has professors who don't seem very happy about teaching here		
a. Fits quite closely	30	1.9
b. Fits somewhat closely	110	7.1
c. Does NOT fit at all	598	38.7
d. Never thought about it	762	49.3
e. No answer	47	3.0
23. Is a good place to look for a husband (or wife)		
a. Fits quite closely	54	3.5
b. Fits somewhat closely	324	20.9
c. Does NOT fit at all	292	18.9
d. Never thought about it	828	53.5
e. No answer	49	3.2
24. Is usually too crowded		
a. Fits quite closely	296	19.1
b. Fits somewhat closely	673	43.5
c. Does NOT fit at all	245	15.8
d. Never thought about it	292	18.9
e. No answer	41	2.7
25. Attracts a wide variety of students		
a. Fits quite closely	1052	68.0
b. Fits somewhat closely	400	25.9
c. Does NOT fit at all	28	1.8
d. Never thought about it	45	2.9
e. No answer	22	1.4
26. Places emphasis on course work rather than on knowledge		
a. Fits quite closely.	93	6.0
b. Fits somewhat closely	314	20.3
c. Does NOT fit at all	476	30.8
d. Never thought about it	598	38.7
e. No answer	66	4.3

	N	% with N/A
27. Is a place where people go for an education, not for fun		
a. Fits quite closely	370	23.9
b. Fits somewhat closely	716	46.3
c. Does NOT fit at all	246	15.9
d. Never thought about it	168	10.9
e. No answer	47	3.0
28. Is a place people seem to go because they think they have to go to college rather than because they enjoy going to college		
a. Fits quite closely	39	2.5
b. Fits somewhat closely	169	10.9
c. Does NOT fit at all	499	32.3
d. Never thought about it	356	23.0
e. No answer	39	2.5
25. What is your sex?		
1. Male	760	49.1
2. Female	787	50.9

	N	% with N/A	% without N/A
26. How old are you?			
1. 17 years or less	216	14.0	14.4
2. 18 years old	1149	74.3	76.7
3. 19 years old	68	4.4	4.5
4. 20 years old	17	1.1	1.1
5. 21 through 25 years old	29	1.9	1.9
6. 26 through 30 years old	14	.9	.9
7. Over 30 years old	6	.4	.4
8. No answer	48	3.1	
			N=1499
27. What is your marital status?			
1. Married, with children	19	1.2	1.3
2. Married, no children	12	.8	.8
3. Engaged to be married	61	3.9	4.1
4. Single	1385	89.5	92.8
5. Other	15	1.0	1.0
6. No answer	55	3.6	
			N=1492
28. How many children, if married?			
a. (1)	16		55.2
b. (2)	4		13.8
c. (3)	4		13.8
d. (4)	2		6.9
e. (5)	0		0.0
f. (6)	1		3.5
g. (7)	0		0.0
h. (8)	1		3.5
i. (9)	1		3.5
			N= 29

29. Where did you live during most of the time you were growing up?

	N	% with N/A	% without N/A
1. Portland	819	52.9	55.7
2. Clark County, Wash.	4	.3	.3
3. Suburban area contiguous to Portland (Milwaukie, Beaverton, Lake Oswego)	136	8.8	9.3
4. Small town in Multnomah County or a county contiguous to Multnomah County (Oregon City, Canby, Hillsboro, West Linn)	137	8.9	9.3
5. Community over 10,000 elsewhere in Oregon	66	4.3	4.5
6. Community under 10,000 elsewhere in Oregon	69	4.5	4.7
7. Community over 50,000 in USA but not in Oregon	52	3.4	3.5
8. Community under 50,000 in USA but not in Oregon	81	5.2	5.5
9. Other - if used two or more places	106	6.9	7.2
10. No answer	77	5.0	N=1470

30. In what community do you now live as a permanent resident?

	N	% with N/A	% without N/A
1. Portland	994	64.3	67.3
2. Clark County, Wash.	5	.3	.3
3. Suburban area contiguous to Portland (Milwaukie, Beaverton, Lake Oswego)	236	15.3	16.0
4. Small town in Multnomah County or a county contiguous to Multnomah County (Oregon City, Canby, Hillsboro, West Linn)	156	10.1	10.6
5. Community over 10,000 elsewhere in Oregon	28	1.8	1.9
6. Community under 10,000 elsewhere in Oregon	38	2.5	2.6
7. Community over 50,000 in USA but not in Oregon	7	.5	.5
8. Community under 50,000 in USA but not in Oregon	10	.7	.7
9. Other - if used two or more places	3	.2	.2
10. No Answer	70	4.5	4.7
			N=1477

31. Order of student to siblings in relation to age

	N	% with N/A	% without N/A
1. Oldest child	620	40.1	42.5
2. Second oldest	488	31.5	33.4
3. Third oldest	222	14.4	15.2
4. Fourth oldest	82	5.3	5.6
5. Fifth oldest	30	1.9	2.1
6. Sixth oldest	13	.8	.9
7. Seventh oldest	3	.2	.2
8. Eighth oldest	2	.1	.1
9. No answer	87	5.6	N=1460

32. Total number of siblings (including respondent)

	No.	N	% with N/A	% without N/A
1.	(1)	80	5.2	5.5
2.	(2)	397	25.7	27.2
3.	(3)	408	26.4	28.0
4.	(4)	285	18.4	19.5
5.	(5)	149	9.6	10.2
6.	(6)	78	5.0	5.4
7.	(7)	34	2.2	2.3
8.	(8)	17	1.1	1.2
9.	(9)	11	.7	.8
10. No answer		88	5.7	N=1459

33. Sex and birth order	N	% with N/A	% without N/A
1. Eldest son, all male siblings	76	4.9	5.2
2. Eldest son, all female siblings	90	5.8	6.2
3. Eldest daughter, all male siblings	75	4.9	5.2
4. Eldest daughter, all female siblings	70	4.5	4.8
5. Eldest son, male and female siblings	124	8.0	8.5
6. Eldest daughter, male and female siblings	103	6.7	7.1
7. Older sister, middle self, younger males only	61	4.0	4.2
8. Older sister, middle self, younger sisters only	59	3.8	4.1
9. Older brother, middle self, younger males only	53	3.4	3.7
10. Older brother, middle self, younger sisters only	83	5.4	5.7
11. Older brother and sister, middle self, younger siblings	108	7.0	7.4
12. Older sister(s) only, youngest self	117	7.6	8.1
13. Older brothers only, youngest self	132	8.5	9.1
14. Older brothers and sisters, youngest self	106	6.9	7.3
15. Only child	80	5.2	5.5
16. Older brother(s), middle self, younger male and female	58	3.8	4.0
17. Older sister(s), middle self, male and female siblings	57	3.7	3.9
18. No answer	95	5.9	N=1448

34. College attendance of siblings	N	% with N/A	% without N/A
1. At least 1 sibling graduated from college	175	11.3	12.1
2. At least 1 sibling attended college but never graduated	215	13.9	14.9
3. At least 1 sibling now attending college	298	19.3	20.7
4. All siblings are 17 or under, and none attended college	520	33.6	36.1
5. Has siblings 18 or over, but none attended college	154	10.0	10.7
6. No siblings at all	80	5.2	5.5
7. No answer	104	6.7	N=1442

35. Describe your father's occupation

Job title (from classification):

	N	% with N/A	% without N/A
0. Prof. - Medicine (dentistry, veterinarian, psychiatry)	28	1.8	1.9
1. Prof. - Law	9	.6	.6
2. Prof. - Ministry	6	.4	.4
3. Prof. - Politics (foreign service, diplomatic work)	0	.0	.0
4. Prof. - College or university teaching	15	1.0	1.0
5. Prof. - Scientific research (government, industry, academic)	7	.4	.5
6. Prof. - Architecture, city planning	4	.3	.3
7. Prof. - Engineering	40	2.6	2.7
8. Prof. - Artist, composer, writer, conductor	0	.0	.0
9. Prof. - Government administrator or military officer	6	.4	.4
10. Prof. - Executive in a large business or industry, proprietor of a large business, industrial psychologist	13	.8	.9
20. Prof. - Accountants-CPA, actuaries, auditors	8	.5	.5

	N	% with N/A	% without N/A
30. Semi-Prof. - Other oriented - labor relations consultants, nurses, public health officers, social workers, teachers	38	2.5	2.6
40. Semi-Prof. - Technical, accountants (not CPA), chiropedist, finance, writers, librarians, musicians, pharmacists	45	2.9	3.1
50. Semi-Prof. - Business managers in large concerns or proprietors of medium sized business	140	9.0	9.5
60. High White Collar - Administrative personnel, small business owners, minor professionals (actors, interior decorator)	332	21.5	22.6
70. Low White Collar - Clerical and sales workers, technicians, little business owner, farmers	230	14.9	15.6
80. Skilled Manual Employees - Bakers, barbers, bookbinders	353	22.8	24.0
90. Machine Operators and Semi-skilled Employees, Unskilled Employees	196	12.7	13.3
11. Unemployed	2	.1	.1
12. Unclassifiable, or no answer or father deceased	75	4.8	N=1472

36. Most important duties (from classification)

	N	% with N/A	% without N/A
1. Major professionals, higher executives and proprietors of large concerns	122	7.9	8.4
2. Lesser professionals, business managers and proprietors of medium sized businesses	227	14.7	15.6
3. Minor professionals, administrative personnel, owners of small businesses	328	21.2	22.5
4. Clerical and sales workers, technicians, and owners of little businesses	232	15.0	15.9
5. Skilled manual employees	346	22.4	23.8
6. Machine operators and semi-skilled employees	201	13.0	13.8
7. No answer or unclassifiable	91	5.9	N=1456

37. Could things have turned out better for your father in his job or occupation?

	N	% with N/A	% without N/A
1. Things could have turned out much better	299	19.3	20.9
2. Things could have turned out somewhat better	697	45.0	48.6
3. Things could not have been better	438	28.3	30.5
0. No answer	113	7.3	N=1434

38. How often has your parental family moved from one community to another in the last six years?

	N	% with N/A	% without N/A
1. One time	269	17.4	18.0
2. Two times	90	5.8	6.0
3. Three times	52	3.4	3.5
4. Four times	19	1.2	1.3
5. Five times	9	0.6	0.6
6. Six times	3	0.2	0.2
7. Seven times	3	0.2	0.2
8. Eight or more times	4	0.3	0.3
9. No moves	1042	67.4	69.9
0. No answer	56	3.6	N=1491

		N	% with N/A	% without N/A
39.	What is the marital status of your natural parents?			
	1. Married, living together	1222	79.0	80.3
	2. Married, but living separately	14	0.9	0.9
	3. Divorced	161	10.4	10.6
	4. Father is deceased	78	5.0	5.1
	5. Mother is deceased	30	1.9	2.0
	6. Other	10	0.6	0.7
	7. Both parents deceased	6	0.4	0.4
	8. No answer	26	1.7	N=1521
40.	Does your mother work?			
	1. Yes, full-time	503	32.5	33.8
	2. Yes, part-time	283	18.3	19.0
	3. No, does not work	704	45.5	47.2
	4. No answer	57	3.7	N=1490
41.	What do you consider to be the socio-economic situation of your parents?			
	1. Upper-class	12	0.8	0.8
	2. Upper-middle class	212	13.7	13.9
	3. Middle-class with comfortable income	525	33.9	34.4
	4. Middle-class but limited income	377	24.4	24.7
	5. Working class with comfortable income	269	17.4	17.7
	6. Working class but limited income	92	6.0	6.0
	7. Lower-class	7	0.4	0.5
	8. Very bottom with hardly any income	1	0.1	0.1
	9. Some other situation describes my parents	29	1.9	1.9
	10. No response	23	1.5	N=1524
42.	During the last six or eight years, would you say your parental family:			
	1. Has moved upward in the socio-economic (class) scale	734	47.4	48.3
	2. Has stayed about the same level in the socio-economic scale	670	43.3	44.0
	3. Has moved downward in the socio-economic scale	68	4.4	4.5
	4. Has alternated moving upward and downward in the socio-economic scale	43	2.8	2.8
	5. Other	4	0.3	0.3
	6. No response	28	1.8	N=1519

How much education did each of your parents have?	N	% with N/A	% without N/A
43. FATHER:			
1. No formal education	5	0.3	0.3
2. Grammar school	136	8.8	9.1
3. High school, but did not graduate	203	13.1	13.5
4. High school graduation	421	27.2	28.0
5. Business college, TV repair, beautician school, IBM school, etc	163	10.5	10.9
6. College but did not graduate	269	17.4	17.9
7. College graduation	150	9.7	10.0
8. Post-graduate work, but no advanced degrees	35	2.3	2.3
9. One or more graduate degrees	119	7.7	7.9
10. Don't know	46	3.0	N=1501
44. MOTHER:			
1. No formal education	6	0.4	0.4
2. Grammar school	62	4.0	4.1
3. High school, but did not graduate	182	11.8	12.2
4. High school graduation	589	38.1	39.4
5. Business school, TV repair, beautician school, IBM school, etc	244	15.8	16.3
6. College, but did not graduate	232	15.0	15.5
7. College graduation	122	7.9	8.2
8. Post-graduate work, but no advanced degrees	30	1.9	2.0
9. One or more graduate degrees	28	1.8	1.9
10. Don't know	52	3.4	N=1495

45. Which ONE of the following religions do you think was most influential in your family while you were growing up?

	N	% with N/A	% without N/A
1. Roman Catholic	340	22.0	22.2
2. Orthodox Catholic	8	0.5	0.5
3. Jewish	25	1.6	1.6
4. Buddhist	8	0.5	0.5
5. Islam	0	0.0	0.0
6. Latter-Day Saints	24	1.6	1.6
7. African Methodist Episcopal	2	0.1	0.1
8. Baptist-American	62	4.0	4.0
9. Baptist-Southern	18	1.2	1.2
10. Christian Science	16	1.0	1.0
11. Congregationalists	26	1.7	1.7
12. Disciples of Christ/Christian	45	2.9	2.9
13. Episcopalian	75	4.8	4.9
14. Friends (Quakers)	5	0.3	0.3
15. Lutheran-American	112	7.2	7.3
16. Lutheran-Missouri Synod	48	3.1	3.1
17. Methodist	136	8.8	8.9
18. Presbyterian	185	12.0	12.1
19. Seventh Day Adventist	9	0.6	0.6
20. Unitarians	10	0.6	0.6
21. No particular religion	215	13.9	14.0
22. I do not wish to answer	18	1.2	1.2
23. Some other religion	143	9.2	9.4
24. No response	17	1.1	N=1530

46. Which ONE of the following religions do you NOW think is most influential on you personally?

	N	% with N/A	% without N/A
1. Roman Catholic	327	21.1	22.3
2. Orthodox Catholic	11	0.7	0.8
3. Jewish	24	1.6	1.6
4. Buddhist	13	0.8	0.9
5. Islam	0	0.0	0.0
6. Latter-Day Saints	31	2.0	2.1
7. African Methodist Episcopal	2	0.1	0.1
8. Baptist-American	58	3.8	4.0
9. Baptist-Southern	15	1.0	1.0
10. Christian Science	9	0.6	0.6
11. Congregationalists	18	1.2	1.2
12. Disciples of Christ/Christian	37	2.4	2.5
13. Episcopalian	61	3.9	4.2
14. Friends (Quakers)	5	0.3	0.3
15. Lutheran-American	97	6.3	6.6
16. Lutheran-Missouri Synod	37	2.4	2.5
17. Methodist	98	6.3	6.7
18. Presbyterian	124	8.0	8.5
19. Seventh Day Adventist	6	0.4	0.4
20. Unitarians	11	0.7	0.8
21. No particular religion	311	20.1	21.2
22. I do not wish to answer	17	1.1	1.2
23. Some other religion	151	9.8	10.3
24. No response	82	5.3	

N=1465

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Patterns and Determinants of Student Affiliation
at a Public Urban Commuter College

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Affiliation scale development. Disaffiliation (drop-out). Factor analysis, item analysis, Kuder-Richardson reliability test, inter-scale correlation. Freshman questionnaire: social characteristics, background, expectations. Urban commuter college student samples.

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ABSTRACT

Report covers preparatory work for further two-year study of student affiliation and drop-out at a four-year urban commuter college, Portland State College. The principal task was the development and testing of a series of scales measuring various aspects of student affiliation. After preliminary testing, scale test items were administered to 1398 students in a random sample of undergraduate classes. Items were subjected to factor analysis, and resulting scales analyzed for correlation and reliability (by Kuder-Richardson Formula 21). Of six original scales, one failed to work out and two others collapsed into one on the factor analysis, leaving a final four scales: (1) Identification with the American Collegiate System, (2) Identification with Portland State College per se, (3) Identification with Student Culture, (4) Identification with Formal Vocational Preparation Aspects of the College. Only Scales (1) and (2) showed significant correlation; and Scales had reliability ranging from .71 to .89.

A Freshman Questionnaire was developed to provide information on social characteristics, background, and expectations of entering freshmen. The questionnaire was completed by 1547 freshmen, 90.7% of the entering class of Fall 1967. Descriptive data are provided.